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ABSTRACT

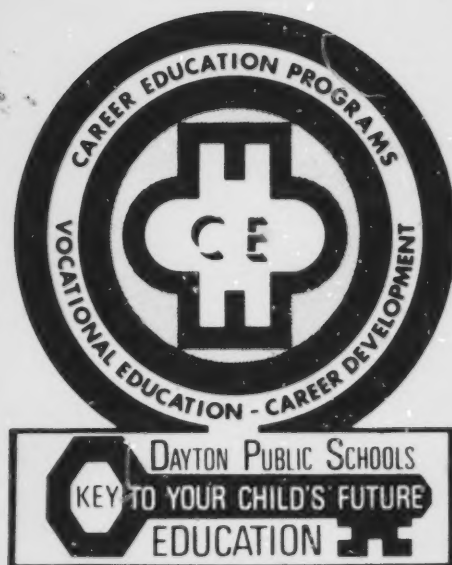
This career education handbook for elementary and secondary education teachers in Dayton, Ohio, was developed to provide them with career development and career exploration program information. Following a brief overview of career education and its components, the content is presented in five sections. The first one on curriculum presents a comprehensive career exploration program for grades nine and ten and includes program objectives, program scope and sequence, teacher objectives, seven developmental areas, career cluster guide, and general learning activities as well as activities, field trips, speakers, and related jobs for each subject area. Section 2 on special programs describes an on-the-job experience program and an experience-based career education program, including pertinent forms. The third section provides information regarding available educational resources (includes some or all of the following: code number, title, content description, grade level, length, sound, color, and source) and directions for obtaining these materials. The resources covered are films, filmstrips, multi-media kits, book bags and packs, books, games, career kits, posters and pictures, cassette tapes, filmloops and slides, and teacher reference materials. Also, this section concludes with a list of occupations for which computerized information is available. The last section contains thirty forms that have been used in the career education program. (EM)

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ED154142

Dayton Public Schools
Career Development
Career Exploration Program

TEACHERS HANDBOOK & SURVIVAL MANUAL



U.S. DEPARTMENT OF HEALTH,
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OHIO STATE DEPARTMENT OF EDUCATION - DIVISION OF VOCATIONAL EDUCATION

OHIO'S CAREER DEVELOPMENT CONTINUUM

GRADE LEVEL

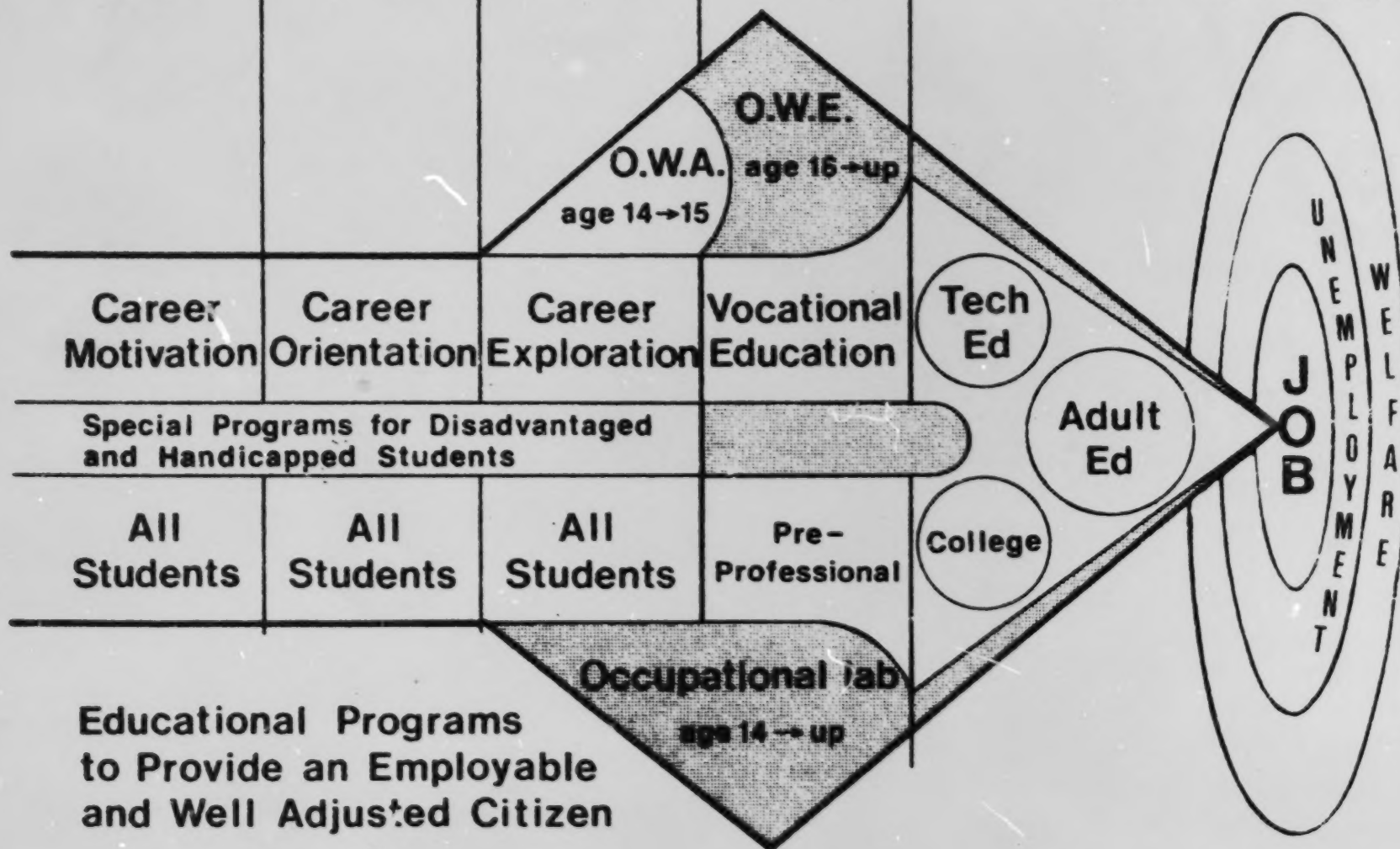
K-6

7-8

9-10

11-12

POST SECONDARY



OHIO'S CAREER DEVELOPMENT PROGRAM

Career education was introduced to Ohio in fiscal year 1970 when the Division of Vocational Education, State Department of Education, following recommendations of a Governor's task force on Vocational and Technical Education, initiated programs of career orientation for 7th- and 9th -grade students in nine buildings in six school districts.

In September 1970, career orientation programs were expanded to include 26 buildings in eight school districts, serving over 10,000 students; and career education was extended in both directions -- downward to the K-6 level for Career Motivation and upward to Career Exploration at 9th and 10th grades--thus completing the scope of Ohio's K-10 Career Development Program. Sixteen buildings in nine school districts of Ohio, serving over 10,000 students, piloted K-6 Career Motivation programs, and at the same time five high schools serving approximately 5,000 students initiated Career Exploration programs.

School year 1972 saw further growth of career education in Ohio. With the addition of state funds, career education programs in ten school districts were "rounded out" to form ten complete K-10 Career Development programs, serving 37,000 students. In school year 1973-74, over 120, 000 students and 4,500 teachers participated in career education in 20 school districts in Ohio. The increase continued to include 24 school districts and 148,000 students for 1974, and 30 school districts and over 175,000 students for 1975. It is the goal of the Division of Vocational Education, State Department of Education, to reach all of Ohio's two million students by 1984.

In the Ohio Career Development Continuum, five separate time spans have been identified. Each time span has a unique educational program designed for students at that level. The five time spans and the corresponding career education program or programs are as follows:

Kindergarten - 6th grade	Career Motivation
7th and 8th grade	Career Orientation
9th and 10th grade	Career Exploration
11th and 12th grade	Vocational and/or Preprofessional Education
Post Secondary	Technical Education Adult Education Higher Education

The Ohio career education concept also recognizes that special educational programs are needed for disadvantaged and handicapped students to meet their vocational needs. These programs may cut across all grade levels and move into post-high school areas of training.

THE CAREER EDUCATION CONTINUUM

Career education is a concept designed to provide students with the necessary information and development experiences to prepare them for living in society. It combines the efforts of home, school, and community and reaches from preschool through adulthood.

In Ohio, the CAREER DEVELOPMENT PROGRAM is that part of the total Career Continuum Program designated for K through grade 10, including Career Motivation from K through 6, Career Orientation in 7 and 8, and Career Exploration in 9 and 10. These programs prepare the student to make choices for vocational education or preprofessional education in grades 11 and 12 (or at age 16).

A total career education program consists of the following phases:

- . A total Family Life Program within the school curriculum is designed to aid disadvantaged people, to help improve the care and motivation of preschool children, and to assure a more positive impact of the home on school-age youth.
- . A Career Motivation Program for all youth, K through 6, develops a positive attitude toward the world of work, inspires respect for all work, and creates a desire to be a part of the world of work.
- . A Career Orientation Program in grades 7 and 8 provides all youth with an opportunity to become aware of the many occupations open to those who prepare for them.
- . A Career Exploration Program in grades 9 and 10, or ages 14 and 15, enables all youth to examine and gain firsthand experiences in several career opportunities consistent with individual interests and ability.
- . A Career Preparation Program for youth age 16 and above includes
 - . a comprehensive vocational education program providing job skills and technical knowledge, developing work habits and attitudes in preparation for employment, and
 - . a comprehensive preprofessional education program providing knowledge and foundations in preparation for professional education beyond high school.
- . A Career Training, Retraining, and Upgrading Program for out-of-school youth and adults provides an opportunity throughout adulthood to train, retrain and upgrade skills as technology changes and societal and individual needs and desires dictate.

DESCRIPTION OF COMPONENTS

Career Motivation (K-6)

In this career education experience, students develop an awareness that people do work and that one's occupation is an important part of life. Students are also motivated to want to perform some part in the world of work.

The objectives of this program are

- . to make all youth aware of work.
- . to develop in all youth respect for work.
- . to motivate all youth to want to take their place in-the world of work as productive members of the labor force.

Career Orientation (7-8)

Students develop a knowledge and attitudes about jobs, self, and society. This program is a middle ground between the development of positive motivation about work (Career Motivation) and the indepth studies of a limited number of jobs and actual work experience (Career Exploration).

Career Exploration (9-10)

Students will be involved in specific experiences that relate to jobs. This program is unlike the other two career education programs in that Career Motivation and Career Orientation stress the development of attitudes and knowledge about work, while Career Exploration emphasizes decision-making about careers through experiences.

The Career Exploration Program goes one step further in the guidance function in that it extends beyond testing, brochures, and college choice. It adds experiences which help students to make decisions about what type of work they will do when they become adults.

The career education program provides a logical base upon which subsequent educational preparation in the 11th and 12th grades can build. It is also a sound base for post-secondary educational experiences and actual employment.

Vocational Education

This program equips persons for useful employment. It gives definite purpose and meaning to education by

- . relating to occupational goals.
- . providing the technical knowledge and work skills necessary for employment.
- . contributing to the general education needs of its students.
- . cutting across and drawing from a number of disciplines rather than being a discipline.
- . drawing from the practical work world in agriculture, business and office, homemaking, distribution, trade and industrial occupations requiring less than a college degree.

Occupational Work Adjustment (OWA)

This program is designed for 14 and 15 year old students who are disenchanted with the educational system and the way in which they relate to that system. The program provides opportunities for individuals to develop positive attitudes toward self, toward learning, and toward work. These students are involved in work experiences in the school environment and in private industry. There is no emphasis on manipulative skill development.

Occupational Labs

This program is a short-term effort to teach single-skilled and semi-skilled occupations in an in-school setting. These students have a low expectancy for completing high school. Because of the short-term nature of the program, no concerted effort is made to develop additional skills in arithmetic, reading, and writing.

Occupational Work Experience (OWE)

This program is designed for students who are 16 years old and older. These students are likely to drop out of school without a basic skill for employability. While in this program, students learn basic skills, develop better attitudes, and improve their skills in arithmetic, reading, writing and decision-making in addition to the development of single skills and semi-skills.

Preprofessional Program

This is a high school program preceding entrance into a college curriculum and organized on a potential career base.

Technical Education

Technical education is a level of education planned to prepare paraprofessional persons in two-year post-high school programs to support professional people in engineering, business, agriculture, distribution, health, social science, and public service occupations. It is primarily concerned with design, development, testing supervision, and mid-management functions which free the professional to work at his highest level of education.

Professional Preparation

This is the post-high school educational program which leads to a baccalaureate degree.

Adult Education

This is an educational program for out-of-school youth and adults which is designed to

- . upgrade existing skills and knowledge
- . teach new skills or knowledge resulting from technological change.
- . provide instruction for vocational or personal use.

THE GRADES 9-10 CAREER EXPLORATION PROGRAM

At one time occupational information was readily available to everyone. Jobs were observable as they were being performed, either in a private family setting or in small businesses to which all community members had access. Although occupational opportunity has increased, it is more difficult to find out what is available, where it is available, and how to prepare for a particular occupation. Large plants with plant security prohibit youngsters from observing. Large service organizations such as Benjamin Corporation are obscure in occupational information; often they offer no clues as to the service or product involved or the type of occupations necessary to provide or produce the product or service.

We now place students within the confines of the school building for nearly two-thirds of all workdays. From the other one-third we extract time for family responsibilities, vacations, organized activities such as Little League or Scouts, and summer practice in music and athletics, not to mention summer school. As a result, occupational observation is not available, nor is time for more accidental types of occupational exploration.

Since one object of school is to prepare youth to lead a satisfying life, it becomes the school's responsibility to make occupational exploration an integral part of every classroom experience. It must also provide some form of practical experience in order for the student to make realistic occupational choices. It does neither society nor the student any good to graduate students who are not prepared to enter gainful employment.

Furthermore, this preparation of students for a satisfying life and rewarding career does not limit itself to those intending to end their education upon leaving or graduating from high school. Many students plan to continue in two-year post-high school programs in the area of technical education, and still others in university programs. Both surveys and experience have shown that a vast majority of these students planning to continue their education are still uncertain of the field for which they are preparing. Unlike the situation several years ago, when many students could spend an extra few years in college "finding themselves and their goals" without facing undue economic hardship, today's advanced education costs preclude for the student of moderate means this luxury of the past.

Finally, almost every high school across the country has expanded its curriculum to meet the needs of every child. But, unless the student is provided a more realistic means of determining what his or her needs are, the variety of course offerings intended to help the student becomes a confusing array of choices defeating its very purpose. The student must be provided realistic help and direction in establishing future goals.

It is to answer these needs that the third phase of the Career Development Program, Career Exploration, continues the basic concepts

of the K-6 Career Motivation and the 7-8 Career Orientation. These concepts progressively are awareness, appreciation, motivation, the broad spectrum of occupations outlined in the U.S. Office of Education job clusters, work experience, and the emphasis of and upon the following seven developmental areas:

- . The Individual and The Environment
- . World of Work
- . Education and Training
- . Economics
- . Employability and Work Adjustment Skills
- . Decision-Making
- . Self

The exploration level brings to bear all resources in the school, home and community. The student explores specific occupations, of his or her choice, in depth. This incorporates actual and/or simulated work experiences in the student's chosen occupational field. This type of program has some specific needs:

- . Students must be able to flow in and out of classroom assignments.
- . All teachers must integrate into their class instruction the basic career education goals and objectives.
- . The community must be able and willing to provide sample work stations at all levels, unskilled through professional.
- . Coordination is of utmost importance in the exploration program. Students, teachers, administration, community agencies and individuals must be aware of their part in the program and how it affects all other parts.

OBJECTIVES OF CAREER EXPLORATION

Several specific goals pertain to the exploration of this Career Development Program to provide students with--

- . an opportunity to investigate a minimum of three occupational areas of their choices.
- . an opportunity to make a meaningful job analysis.
- . the information and the opportunity to analyze their own interests, abilities, aptitudes, personalities, and aspirations and the impact of these upon their occupational choices.
- . the basis of/for choosing an occupation commensurate with their preferred economic like style.
- . knowledge of the kind of education or training required and worker traits necessary to obtain and retain employment
- . an opportunity to make practical application of knowledge gained in classrooms and laboratories.
- . a desire to engage in work which is self-satisfying and at the same time beneficial to society.
- . the incentive to acquire the skills necessary for work currently available or for work which will become available.

THE
CAREER EXPLORATION PROGRAM

C.E.P.

THE NATURAL PROGRAM

Teachers over the years have been carrying out the activities that should be incorporated into a comprehensive Career Exploration Program, either accidentally, incidentally or by plan. The Career Exploration Program is simply a method to organize the presentation of Career Concepts into a system that will insure that all subject area and students will be exposed. The following section will help guide the teacher in accomplishing this task.

THE DAYTON PUBLIC SCHOOLS

CAREER DEVELOPMENT PROGRAM OBJECTIVES

CAREER MOTIVATION

1. Students will become increasingly aware of their interests, abilities, aptitudes and potentials.
2. To develop scope and sequence activities which fuses career development concepts with the existing curriculum.
3. To provide experiential, simulated and vicarious student activities making use of the resource center, work simulations, classroom speakers and community visitations.

CAREER ORIENTATION

1. Given "hands on" activities for implementing career instruction in an interdisciplinary curriculum setting, the pupil will "try out" real work tasks on a day to day basis.
2. Given instructional materials such as films, pamphlets, career kits, pupils will read, report, be made aware of and will be exposed to a wide spectrum of occupational information and careers in the 15 U.S.O.E. Clusters.
- 3 Given resource persons and field trip the students will see, listen, discuss, observe and interact with workers in real life situations.

CAREER EXPLORATION

1. All students will be exposed to instruction in the decision-making process.
2. All students will be able to identify three Career Clusters that they are most interested in from the basic 15 U.S.O.E. Career Clusters.
3. Each student will participate in at least three career areas of their choice through hands on experiences in the community, educational, technical or vocational within a two year period.

CAREER EXPLORATION PROGRAM

SCOPE and SEQUENCE

Grade 9

1. All teachers review the 15 U.S.O.E. clusters.
2. All teachers relate subject taught to appropriate career cluster or clusters.
3. Teach method of Career Research.
4. All students complete at least one occupational study of their choice in the career clusters related to each subject and placed in CEP File.
5. English classes - Cover Employability and Work Adjustment skills - location of job sources, business letter, letter of application and job application forms.
6. Science classes - Develop and teach the Decision-Making process.
7. All students should have at least one "Hands On" experience in a community, educational, technical, or vocational site. Observation Form CD 302 should be placed in the CEP File.

Grade 10

1. All teachers review the 15 U.S.O.E. Career Clusters.
2. All teachers relate Career Cluster or Clusters to subject area.
3. Review method of Career Research.
4. By the end of the first semester all students shall have completed at least one occupational study of their choice in the Career Cluster or Clusters related to each subject, using the computerized G.I.S and O.C.I.S File and placed in their CEP File.
5. English classes - Cover Employability and Work Adjustment skills - Writing Job Resume', hold simulated Job Interviews and write Letters of Resignation.
6. Science Classes - By the end of the first semester a thorough review of the Decision-making process should have been completed.
7. All students should have completed at least two "Hands On" experiences in a community, educational, technical or vocational site. Observation Form CD 302 should be placed in the CEP File.
8. Early in the second semester all students are to review their CEP File and complete a Educational Plan for 11th & 12th grades on Form CD 500. Assistance in this planning is to be provided by teachers, counselors, administrators, CEP Staff and Aides.

CAREER EXPLORATION PROGRAM

TEACHER OBJECTIVES

1. Cover the Career Cluster or Clusters of the 15 U.S.O.E. Career Clusters that are related to the subject area taught.
2. Teach or review the career research using CD Forms 306 Worksheet for studying an occupation.
3. Have each student complete one worksheet for studying an occupation (CD 306) of an occupation of their interest from a list of occupation related to each subject area.
4. Develop as least one career related Bulletin Board each semester.
5. Develop a speaker series based on the cluster or clusters related to subject area and have at least one speaker per grading period.
6. Work with department to develop a Career Day Speaker Program in a career cluster related to subject area.
7. Schedule and use available audio-visual and resource materials from the Career Development Resource Center and utilize in-school resources that are maintained by C.E.P. Chairperson or C.E.P. Aide.
8. Make every effort to develop a field experience that is related to the subject areas taught and its related Career Cluster and cooperate with the O.J.E and E.B.C.E. Components to provide individual field experiences for students.
9. Participate in scheduled C.E.P. In-service activities during the school year and complete the C.E.P. Quarterly Report of classroom activities.
10. Provide for at least 27 class hours of career related instruction and /or activities per school year at the rate of 6-7 hrs per/ grading period

CAREER EXPLORATION PROGRAM
THE SEVEN DEVELOPMENTAL AREAS
GUIDE TO CAREER CLUSTERS
SAMPLE ACTIVITIES

The first part of this section deals with Seven Developmental Areas. A brief description of each of the Seven Areas is given along with some broad areas that can be covered. In developing a unit or activity all seven areas should be considered and as many as possible should be incorporated in the material presented to students.

The second part of this section deals with a quick reference for a C.E.P. teacher to determine the Career Cluster which is related to their Subject Area. Also, some specific occupations are listed in each Career Cluster.

This is only a quick reference and teachers and students should also refer to Career Education Booklet "Occupations U.S.A. for a more detailed list of specific occupations in each career cluster. Every C.E.P. teacher should have a copy of the Career Cluster or Cluster Booklets on Specific Career Clusters which are related to the subject taught in the classroom. These are available from the Career Resource Center. The booklets go into greater depth and give brief definitions of specific occupations with-in each career cluster.

The last part of this section deals with activities that all teachers can use. Also, each subject area is broken down into activities, field trip suggestion, possible speakers and related jobs. It is hoped that C.E.P. teachers will use this section as a starting point and will develop their own curriculum units to incorporate these and other related careers and occupations into their every day classroom activities.

CAREER DEVELOPMENT

SEVEN DEVELOPMENTAL AREAS

I. DECISION-MAKING

Decision-making consists of those elements in a person's experience which facilitates making wise choices in everyday life and for the future. Commonly, values, experience, available information and personal strategies are identified as essential elements in the decision-making process.

- A. Awareness of the steps in a decision-making process.
 - 1. Defining the situation or problem.
 - 2. Generating alternative solutions.
 - 3. Collecting information, examining the consequences and reconsidering the alternatives.
 - 4. Making the decision (choice) or tentatively selecting an alternative, contingent upon new developments or new opportunities.
 - 5. Later review of the outcome created by the decision.
- B. Develop skills in evaluating information on various occupations.
- C. Examine one's values and relate them to career decisions.
- D. Decisions are continuously necessary.
 - . school
 - . home
 - . play
 - . work
- E. Develop motivation for learning and utilizing the decision-making process.
- F. Discover how values differ from job to job and people to people.

II. WORLD OF WORK

The World of Work involves the wide variety of work or jobs that currently exists in the home, community, Dayton, Ohio, the nation and the world. Sometimes work is defined as any socially useful task and a job/occupation is a socially useful task for which you get paid.

- A. The wide variety of occupations in which an individual may become interested.

II. WORLD OF WORK (Continued)

- B. The importance of all jobs.
- C. Awareness of work in the family.
- D. Become familiar with the 15 occupational cluster areas.
- E. Awareness of influence work has on residence clothing, hours and friends.
- F. Different work requires different competencies.
- G. A respect for the dignity of all jobs.
- H. Jobs available in Dayton, Ohio.
- I. The interdependence of jobs.
- J. An awareness of the division of labor.
- K. Awareness of work in the school and the school system.
- L. Child's work at home and school.
- M. Awareness of basic differences in goods and service occupations.
- N. How jobs or work has changed over the years.
- O. Relationship between school and work.
- P. Technological change brings about work change.
- Q. Develop awareness of classification of occupations.
 - . skilled
 - . unskilled
 - . professional
 - . semi professional
- R. Careers within major work fields.
 - . medicine
 - . business
 - . education, etc.
- S. Work in community, state, world.
- T. Observe pamphlets, briefs, films, filmstrips.
- U. Field trips and speakers.

III. SELF

This area involves how the person sees himself and how he feels about it, how he thinks others see him, and how he would like to be. It consists of adjectives supplied after "I am. . . ." The self concept is generally thought to consist of such things as values, interests, aptitudes and achievement.

- A. Become aware of one's value system.
- B. Develop vocational interests.
- C. Awareness of one's own interest development.
- D. Child's interest patterns as uniquely his own and growing.
 - . current
 - . exploratory
 - . in change
- E. Be able to tell what he likes or dislikes about a job.
- F. Be able to name or list activities which he currently does well.
- G. To become aware of one's work achievements.
 - . in school
 - . at play
 - . at home
- H. Knowledge of one's work values.
 - . influence on others
 - . influence of others
- I. To affirm one's interest development through meaningful work activities.
 - . current interests
 - . interest exploration
 - . interest growth and change

IV. EDUCATION AND TRAINING

The education and training activities which the student experiences may include general educational experiences, specific skill training, hands-on learning experiences, and on the job learning experiences. The importance of renewed education and training throughout one's lifetime is an important concept to convey to students.

- A. Discover the importance of education in one's life.
- B. Awareness of long range planning and of the persons or agencies who may be involved.

IV. EDUCATION AND TRAINING (Continued)

B. (Continued)

1. elementary school planning
junior high planning
high school planning
career planning
2. parents and family
teachers and school personnel
agencies and institutions

C. Develop an awareness of guidance assistance available.

- . school assistance
- . teacher-counselor
- . home assistance
- . community assistance

D. Develop an awareness of education and training to.

- . world of work
- . vocational schools
- . apprenticeship programs
- . college
- . 2 year schools

E. Plan a personal program for reaching education goals and career goals.

F. Knowledge of the "Dictionary of Occupation Titles."

G. Awareness of the Ohio Career Development Continuum.

- . K-6 Career Motivation
- . 7-8 Career Orientation
- . 9-10 Career Motivation

V. EMPLOYABILITY AND WORK ADJUSTMENT

This area involves the skills, habits, attitudes and behavior which are necessary for successful job placement and continued satisfaction.

A. Awareness and development of the positive and desirable attitudes necessary for successful employment and why they are important.

B. Awareness of skills in interpersonal relationships which are important in work settings.

- . leader skills
- . follower skills
- . co-worker skills
- motivation to be skilled

V. EMPLOYABILITY AND WORK ADJUSTMENT (Continued)

- C. Awareness of basic educational skills.
 - . study habits
 - . thinking process
 - . educational planning
- D. Develop job seeking skills.
 - . sources of job information
 - . job interview
 - . personal data writing
 - . resume
 - . job applications
 - . social security card
 - . want adds
- E. Relationship between work habits and school habits.

VI. ECONOMICS

This area is concerned with the production, distribution, and use of income, wealth and commodities. It deals with how and why persons earn money and how and why to manage money once it is obtained. All people are consumers. Sometimes consumption is in satisfactions, not necessarily in buying function.

- A. Each child is a consumer, producer and citizen.
- B. Awareness of how money flows to people and businessmen in exchange for goods and services in our economics system.
- C. Various ways people obtain and use money.
- D. Aspects of an occupation which involves the knowledge of economics.
- E. Persons and organizations within communities which assist consumers in various ways.
- F. Awareness that there are many reasons for the choices consumers make.
- G. Awareness of unfair practices, frauds, extortion.
- H. Students role play, define or study the voter, buyer, investor, saver, borrower, tax payer, worker, employer.
- I. Awareness of the skills and information that help us in buying things.

VI. ECONOMICS (Continued)

- J. Knowledge of**
- . checking accounts
 - . charge cards
 - . credit
 - . saving accounts
 - . guarantees
 - . loans
 - . budgets

- K. Knowledge of**
- . salaries
 - . hourly pay
 - . fringe benefits
 - . bonus pay
 - . commission pay

VII. INDIVIDUAL AND HIS ENVIRONMENT

How the person relates to other people, experiences, and objects within the environment.

- A. Develop an awareness that work is a way of life.**
- . work is the acceptance of responsibilities
 - . play is work
 - . education is work
 - . in later life people work at jobs or other meaningful activities
- B. Develop an awareness that work is man's way of creating, preserving, changing and rebuilding his environment and that the important environments within there are:**
- . family
 - . school
 - . community
 - . society
 - . world
- C. To develop an awareness of individual differences in work.**
- . environment
 - . personal characteristics
 - . preferences
 - . limitations
- D. Develop an awareness that through work people meet their needs.**
- . food
 - . clothing
 - . shelter
 - . psychological needs
 - . safety

VII. INDIVIDUAL AND HIS ENVIRONMENT (Continued)

- E. Develop an awareness of work performed by family members and others in the home.**
 - . mother
 - . father
 - . siblings
 - . extended family
- F. Develop an awareness of the variety of work in school.**
 - . place of work
 - . type of work
 - . people at work
- G. Work is a way of fulfilling personal wants and environment wants.**
 - . personal accomplishment and satisfaction
 - . helping others
 - . belonging and others
 - . personal comforts
 - . beauty
 - . recreation
 - . leisure time
- H. Develop an awareness of work in peer group.**
- I. Awareness of work and contribution to society.**
- J. Develop an awareness of interaction and interdependence among individuals at work.**
 - . competition
 - . cooperation
 - . compromises
 - . adjustment
 - . conflict
 - . power
 - . tasks assigned by us or to us

CAREER CLUSTER GUIDE

GLOSSARY

DOT-Dictionary of Occupational Titles, A government publication used to define and categorize over 21,000 jobs.

OVIS Scale-Ohio Vocational Interest Survey groups measured student vocational interests into 24 different categories or "scales."

USOE Clusters-occupations have been grouped into 15 "clusters" by the United States Office of Education.

WTG's-Worker Trait Groups. All the occupations in the DOT have been categorized into one of 114 worker trait groups. Each worker trait group is completely described in Volume II of the DOT. Numbers in () after the WTG refer to the appropriate DOT, Volume II, page number.

CAREER EXPLORATION PROGRAM

CAREER CLUSTERS BY SUBJECT

SUBJECT

USOE CLUSTER(S)

OVIS SCALES(S)

DOT-WTG's

ART AND MUSIC

FINE ARTS AND HUMANITIES

Artistic (19)

Music (21)

Entertainment and Performing Arts (22)

Art-Decorating (228)
Photography (230)
Creative Art (232)
Art-Restoration (234)

Music-Instrument (394)
Music-Vocal (396)
Creative Music (496)

Entertainer (390)
Dramatics (392)
Music-Rhythmics (398)
Performing (402)
Amusement (404)
Special Entertaining (406)



CAREER EXPLORATION PROGRAM

CAREER CLUSTERS BY SUBJECT

SUBJECT

USOE CLUSTER(S)

OVIS SCALE(S)

DOT-WTG's

ENGLISH

COMMUNICATIONS & MEDIA

PUBLIC SERVICE

Literary (12)

Promotion and Communication (17)

Teaching, Counseling &
Social Work (23)

Legal Documenting (254)
Corresponding (256)
Behavior Science (294)
Technical Writing (387)
Creative Writing (524)
Translate/edit (528)

Bus Negotiating (239)
Interviewing (250)
Secretarial (263)
Announcing Radio/TV (400)
Inspect/Protect (416)
Legal Work (425)
Public Relations (482)
Journalism (522)
News Reporting (526)

Arts Instruction (226)
Counseling (296)
Nurse-Supervisor (333)
Vocational Education (337)
High School/College Teacher (341)
Elementary Education (343)
Physical Education (347)



CAREER EXPLORATION PROGRAM

CAREER CLUSTERS BY SUBJECT

SUBJECT

GENERAL BUSINESS

USOE CLUSTER(S)

BUSINESS AND OFFICE

MARKETING AND DISTRIBUTION

OVIS SCALE(S)

Clerical Work (5)

Customer Services (8)

Sales Representative (20)

DOT-WTG's

Classify/Filing (276)
Stenography (278)
Computing Clerk (280)
Clerical Typing (287)
Clerical Checking (289)

Info Management (258)
Allocate/Expedite (265)
Paying/Receiving (267)
Cashiering (269)
Switchboard (291)
Demonst/Sales (488)
Delivery/Service (491)
Customer Service (501)
Public Transport (519)

Sales-Engineering (373)
Purchasing/Sales (484)
Sales/Service (486)
Demonst/Sales (488)



CAREER EXPLORATION PROGRAM

CAREER CLUSTERS BY SUBJECT

SUBJECT

HOME ECONOMICS

USOE CLUSTER(S)

HOME ECONOMICS-CONSUMER EDUCATION

PERSONAL SERVICES

OVIS SCALE(S)

Personal Service (3)

Care-People/Animals (4)

Skilled Personal Service (10)

DOT-WTG's

Signaling (354)
Modeling (408)
Guard/Protect (427)
Sales-Specialized (493)
Service/Misc. (503)
Accommodating (505)
Personal Service (507)
Messenger/Usher (509)

Child-Adult Care (479)
Animal Care (511)

Tailoring (308)
Cooking (310)
Beautician/Barber (499)



CAREER EXPLORATION PROGRAM

CAREER CLUSTERS BY SUBJECT

SUBJECT

INDUSTRIAL ARTS

USOE CLUSTER(S)

MANUFACTURING

CONSTRUCTION

OVIS SCALE(S)

Manual Work (1)

Machine Work (2)

Crafts and Precise
Operations (7)

Applied Technology (16)

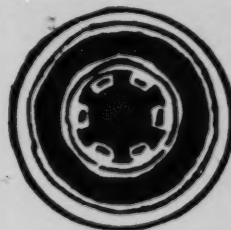
DOT-WTG's

Manipulating (322)
Machine Feeding (356)
Handling (360)
Machine Tending (447)

Precision Work (319)
Machine-Set Up (433)
Machine-Control (435)
Equipment Driver (444)

Bus Mach Operator (274)
Craftsmanship (312)
Piloting/Driving (422)
Machine Trades (430)
Photo Mach Work (514)
Tech Work-Radio/TV (516)

Engineer/Design (371)
Drafting (377)
Technical Work (379)
Scientist (466)



CAREER EXPLORATION PROGRAM

CAREER CLUSTERS BY SUBJECT

SUBJECT

MATHEMATICS

USOE CLUSTER(S)

(Integrated in numerous clusters)

OVIS SCALE(S)

Numerical (13)

Appraisal (14)

Applied Technology (16)

DOT-WTG's

Accounting (252)
Math/Science (468)

Engineer (381)
Ind Engineer (383)
Surveying (385)
Laboratory Work (418)
Appraise/Inspect (420)

Engineer/Design (371)
Drafting (377)
Technical Work (379)
Scientist (466)

CAREER EXPLORATION PROGRAM
CAREER CLUSTERS BY SUBJECT

SUBJECT

SCIENCE

USOE CLUSTERS

AGRI-BUSINESS &
NATURAL RESOURCES

HEALTH

ENVIRONMENT

MARINE SCIENCE

OVIS SCALE(S)

Agriculture (15)

Medical (24)

Nursing & Related
Technical Work (9)

Agriculture (15)

Applied Technology

DOT-WTG's

Farm, Plant/Animal (411)

Health Physics (464)
Surgery (471)
Medical (473)
Therapy (474)

Nurse/med
Tech (477)

Scientist (466)

Scientist (466)



VI. ACTIVITIES

Career activities should be as closely related to real life job situations as is possible. The more direct "hands-on" experiences that we can develop, the better and more realistic our program will become. People learn best when they are actually doing. The more realistic our activities are, and the more closely they are related to existing jobs, the more relevant they will be.

Activities can be categorized into one of three groups: Vicarious; Simulated; Experiential. For example:

Vicarious	Read a pamphlet Watch a film Listen to a speaker
Simulated	Career game Job exploration packet Role play an interview
Experiential	Use a typewriter or similar "tool of the trade." Observe a worker on the job for 2-3 hours. Part-time work experience.

For our exploratory units to be of most value a variety of kinds of experiences must be provided, with particular emphasis on experiential, hands-on experiences.

The following pages identify 1) general activities that can be adapted to any subject, and 2) activities related to a specific course. These activities are merely suggestions and only scratch the surface of what can be created. You, the classroom teacher, can best develop the most practicable and usable kinds of ideas.

GENERAL ACTIVITIES: ANY SUBJECT

- Read Related pamphlets, books etc.
 - Prepare a job analysis on a related job.
 - Cut out newspaper want ads and prepare a bulletin board display.
 - Interview employers, employees etc. and report to class.
 - Observe day-to-day business operation and write a follow-up report.
 - Read bibliographies of famous people
 - Sit in on college or technical school classes.
 - Encourage kids to participate in school clubs, mini-courses, Junior Achievement, other special Career Educ. projects as developed.
 - Show and discuss related films, filmstrips, slides, audio/video tapes and other a-v materials.
 - Prepare video tapes of classroom activities, demonstrations.
 - Use "career" games in class
 - Have students make all arrangements for field trips, speakers etc.
 - Visit various vocational or other academic areas within the building.
 - Panel discussions on related careers.
- etc.
- etc.

SUBJECT: ART

Activities:

Set design for a play
Prepare illustration for an ad
Poster design for a school activity
Name tags
Shadow box
Window display of work
Silkscreen poster
Head drawing, cartoon, still life
Record Album Jacket
Label design
etc., etc.

Field Trips:

Living Arts Center
Dayton Art Institute
Adv. dept. retail store
Display dept.

Speakers:

Advertising Agency mgr.
Technical illustrator
Commercial artist
Landscape architect

Related Jobs:

Set designer
Illustrator
Commercial artist
Letterer
Window display man
" " "
Layout artist
Artist
Package designer
Industrial designer

Photography studio
Display mfr. company
Commercial art studio
Printing production plant

Window display person
Commercial photographer
Fashion designer

SUBJECT: ENGLISH

Activities:

Write and give P.A. announcements
Set up and operate a radio station
Write, produce and tape a TV show
(Newscast, play etc.)
Role play a job interview
Write articles for publication in school
paper (News article, editorial, letter
to editor)
Write copy for a newspaper ad
Telephone useage and etiquette
Business letter writing
Lead a discussion or conference
Read prepared materials for mistakes
etc., etc.

Related Jobs

Announcer, script writer
Producer, writer, etc.
Technician, set man

All areas
Journalist

Copywriter
Secretary
Secretary
Business Mgr.
Proofreader

Tours: Advertising Agency

Newspaper
Radio-TV station
Ohio Bell
Business office
Board of Educ. Service Bldg.
etc., etc.

Speakers:

Newspaper writer
TV or radio personality
Secretary
Personnel Manager

Insurance Salesman
Advertising agency executive
etc., etc.

SUBJECT: HOME ECONOMICS

Activities:

Foods -

Prepare menu
Cook foods
Child care service for a day
Equipment use and operation

Clothing and Appearance

Design a skirt and make
Design a hair style
Manicure nails
Give shampoos
Study body styles and shapes
Sales demonstrations

Field Trips

Hospital kitchen
W P A F B
Dry cleaners
Local store alteration dept.
Clothing mfg. r.
Restaurant

Speakers

Dietician
Cosmetologist
Chef
Restaurant mgr.

Related Jobs:

Dietician
Chef, cook
Child care asst.

Fashion designer, seamstress
Cosmetologist
Manicurist
Beautician
Sales rep.
Sales rep.

Child Care Center
Elem. school
Head Start
Cosmetology Dept.
Central Kitchen
Vocational classes

Food Service Supvr.
Child Care Center
Seamstress
Sales Person
etc., etc.

SUBJECT: INDUSTRIAL ARTS

Activities:

Use of various tools in all fields
Project method for construction/
manufacture of an item
Junior Achievement - Mini-Bus
Rebuild an engine
Simple auto repairs (oil change,
tire repair, spark plugs, etc)
Survey grounds
Make a blueprint
Shop layout
Kits for radios etc.
etc., etc.

Related Jobs:

Any craft area
All areas
Business org. and operation
Auto mechanics
Auto mechanics
Surveying team
Draftsmen
Industrial engineer
Electronics, etc.

Trips:

Apprenticeship classes, training centers
Plants to view related areas:
Toolroom
Drafting Dept.
Sheet Metal Shops
Maintenance shops
Printing
Electrical
Visit construction sights

Highway Department
W P A F B
Ohio Bell
County Engr. Department
etc., etc.

Speakers:

Craftsman:
Carpenter
Brick mason

Engineer
Auto mechanic
Surveyor

SUBJECT: MATH

Activities:

Sales Slips
Cash Register operation
Measurements
% for loans
Tolerances, micrometers
Build models
Use air maps/charts
Use surveyors instruments
Calculate profit - loss percentages
Conduct an opinion survey and
tally results using charts, graphs,
percentages etc.

Related Jobs

Salesman
Bookkeeper, clerk
Craftsmen
Loan officer
Machinist
Architect
Pilot, navigator
Engineer
Accountant
Mathematician, market
research analyst

Tours:

Engineering foundation
Industrial plant engineering department
Data Processing center
Architectural firm
Drafting department

Vocational classes
Museum of natural history

Speakers:

Engineer
Accountant
Carpenter
Plumber
LPN
Bank clerk

Navigator
Pilot
Pharmacist
Auto mechanic
etc., etc.

SUBJECT: MUSIC

Activities:

Tape (audio/video) indiv or
group

Prepare a singing commercial

Arrange psychedelic lighting
to go with a recording

Listen to and rate various recordings

Tape a local group and evaluate in
class

Have a musician demonstrate various
instruments and techniques.

Put on a presentation to elem. school

Compose an original song

Write new lyrics for an old tune

Related Jobs

Performer

Director

Set design and lighting
specialist

Talent agent

Sound specialist

Performer/Salesman

Teacher

Composer

Writer

Speakers:

Local musicians

Band director

Talent agent

Representative of post-high school music program

Trips:

Living Arts center

Live concert

Appropriate film

Equipment manufacturer

Retail music store/department

Sound studio (radio-TV
station, NCR tng. ctr.)

SUBJECT: SCIENCE

Activities:

Operate Recycling Center
Landscape an area
Make plant grafts
Study slides of blood, etc.
Make temp, and blood pressure charts
View X-rays
Train animals
Build greenhouse
Build telescope
Conduct eye tests for school
Set-up and conduct various
psychological experiments
etc., etc.

Related Jobs

Environmental control
Nurseryman, architect
Agronomist
Doctor, medical technician
Nurse
X-ray technician
Veterinarian
Landscaper, nurseryman
Astronomer
ophthalmologist
Psychologist

Speakers

Doctor
Dental Hygienist
Nursing school reps.
Naturalist

Pollution Control Rep.
Conservancy Dist. Rep.
Medical technician
Psychologist

Trips

Dental Lab
WSU - UD
W P A F B
Hospitals
Museum of Nat. History
Aullwood

Cox Arboretum
Nursery
Comm. Blood Center
Sewage disposal plant
Veterinary clinic
Drew Health Center

VII. SUBJECTS AND RELATED CAREERS

There are many occupations that relate directly to particular course of study. The following lists are brief attempts to identify a few careers that relate to certain subjects. The lists are by no means complete.

ART

Architect
Commercial Artist
Designer
Draftsman
Engineer
Gardener
Interior Decorator
Landscape Architect
Sculptor
Surveyor
Window Dressor

INDUSTRIAL ARTS

Auto Body Man
Auto Mechanic
Cabinetmaker
Carpenter
Draftsman
Electrician
Machinist
Patternmaker
Radio-TV Repairman
Welder

FOREIGN LANGUAGE

Airline Stewardess
Book Dealer
Customs Inspector
Interpreter
Lawyer
Missionary
Radio Announcer
Researcher
Secretary
Translator

LANGUAGE ARTS

Actor
Advertising Consultant
Auctioneer
Author
Clergyman
Continuity Writer
Copy Writer
Counselor
Critic
Demonstrator
Drama Coach
Editor
Journalist
Lawyer
Librarian
Politician
Printer
Proofreader
Promotion Manager
Public Relations Counselor
Published
Radio Announcer
Receptionist
Reporter
Retail Manager
Sales Clerk
Sales Correspondent

Sales Manager
Science Writer
Secretary
Stenographer
Teacher
Telephone Operator
Traffic Manager
Tutor
Typist

HOME ECONOMICS

Chef
Costumer
Dressmaker
Food & Drug Inspector
Food buyer
Food Controller
Food Service Supervisor
Food Specialists
Home Economist
Tailor

MATHEMATICS

Aerographer
Accountant
Actuary
Architect
Astronomer
Auditor
Biostatistician
Bookkeeper
Cartographer
Cashier
Clerk
Comparative Shopper
Compositor
Comptroller
Designer
Draftsman
Engineer
Engraver
Estimator
Hygienist
lay-out man
Math Teacher
Navigator
Nurse
Optometrist
Pattern Maker
Pharmacist
Photographer
Pilot
Researcher
Science Teacher
Statician
Surveyor
Teller
Tool Designer
Treasurer
Weather Forecaster

MUSIC

Composer
Instrument Repairman
Instrumental Musician
Music Arranger
Music Salesman
Music Teacher
Piano Tuner
Radio Disc Jockey
Singer

PHYSICAL EDUCATION

Administrator
Choreographer
Coach
Dancer
Official
(referee, time keeper)
Professional Athlete
Sports Announcer
Teacher
Trainer

SCIENCE

Agricultural Aide
Bacteriologist
Beekeeper
Biochemist
Biological Aide
Camp Counselor
Conservationist
County Agriculture Agent
Dairy Husbandman
Dentist
Dietician
Farmer
Florist
Forest Ranger
Horticulturist
Hygienist
Medical Technologist
Nurse
Oculist
Pharmacist
Physician
Science Teacher
Taxidermist
Undertaker
Veterinarian
Veterinarian Technician

SOCIAL STUDIES

Administrator
Agricultural Economist
Anthropologist
Arbitrator
Author
Case Worker
Claim Adjustor
Clergyman
Critic
Curator
Customs Inspector
Dean of Students
Drama Coach
Economics Research
Assistant
Economist
Editor
Employment Manager
FBI Agent
Foreign Correspondent
Foreign Service Worker
Genealogist
Historian
Immigration Inspector
Journalist
Lawyer
Lecturer
Paleontologist
Personnel Clerk
Personnel Counselor
Police
Politician
Psychiatrist
Psychologist
Public Service Worker
Radio Announcer
Reporter
Teacher

THE ON-THE-JOB-EXPERIENCE PROGRAM

(O.J.E.)

The On-The-Job Experience Program (O.J.E.) is a special program for 9th and 10th grade students in Career Development High Schools. The program is designed to meet needs of students and teachers in specific career or occupational areas. Any student who shows an interest in a career or occupation related to a subject in school may request an O.J.E. Experience. Any teacher who identifies a highly motivated student may use an O.J.E. experience to follow up on this interest. The O.J.E. experience will provide the students with a pairing with a worker in a Community Business site whereby he may spend a half or whole day with the worker to see first hand the Real World of Work. The C.E.P. has made arrangements with Community Business organization to provide these individual student field experience.

In order for a student to qualify for an individual field experience the student must have completed the Career Exploration Career Research Form CD307. This contract can be negotiated with a teacher, administrator, counselor, Career Guidance Specialist, Career Coordinator or CEP Aide.

Upon a successful completion of the Career Research Contract an appointment shall be made through the CEP Chairperson or Aide with a community or Business site to observe the job or occupations researched in the contract.

Prior to going on the individual field experience the student must have on file a Parent Permission Form CD Form 315. The day before going on the trip the student is to carry the Teacher Notification Form, CD Form 316. Both of the above item's are to be in the students CEP File with the CEP Chairperson or CEP Aide.

While on the site - a site Observation Form CD-302 is to be completed and upon return a CD-310 O.J.E. Evaluation Form is to be completed and on file with the CEP Aide or Chairperson.

Transportation to the Community Business Site shall be provided by the Career Exploration Program.

PERMISSION FORM

I, give _____ permission to be involved in the "On-The-Job
(Student's Name)
Experience Program. This will involve a Career Cluster research and-a visit
to a business site in the community.

Parent or Guardian Signature

Street Address

City State Zip

Telephone Number

Emergency Telephone Number

CD 315

CAREER EXPLORATION

BUSINESS SITE APPOINTMENT AND TEACHER NOTIFICATION FORM

() O.J.E.
() E.B.C.E.

_____ has an appointment at _____ on _____
(Date)
at _____. Will you please excuse the student from your class on the above date.
(Time)

STUDENTS SCHEDULE

TEACHER, PLEASE INITIAL

HOME ROOM

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

CD 316

53

CEP Aide _____

CAREER EXPLORATION (9th - 10th grade)

EXPERIENCED BASED CAREER EDUCATION (E.B.C.E.)

BELMONT AND DUNBAR HIGH SCHOOL ONLY

The choice of a career is one of the most important decisions a person makes in his/her lifetime. To choose a career path is actually to choose a way of life.

The Dayton Board of Education recognizes the importance of this need and is providing career education programs at all grade levels.

The E.B.C.E. Program is a Career Education Program that is designed to let a student explore in-depth, career fields of their own interest as indicated by the Ohio Vocational Interest Screen. This exploration will consist of individual research contracts of occupations within their chosen Career Clusters.

Each student will complete one Research Contract each semester of their 9th and 10th grades. For each contract completed they will be sent into the business community to visit the several occupations which they have researched and will be given an in-depth visit.

At the end of the First Semester of the 10th grade the student will meet with the Guidance Component of E.B.C.E. and determine which of the Three Career Clusters that they have completed is the cluster that they want to pursue as a plan for their future.

At that point the student shall "Specialize" in that Career Cluster, gathering all available information on specific occupations. When all information has been gathered and gone over three (3) additional in-depth visits to the Business Community will be scheduled.

In summing up the student will complete three (3) Career Research Contracts plus a Specialization and will be sent into the community for twelve (12) in-depth visits.

All E.B.C.E. students will be scheduled together in the same Home Room and in their English classes, where they will be given the necessary English instruction plus assistance with their Career Research Contracts.

All E.B.C.E. students will be covered with a Special Insurance Program which will protect them while on the Business Site Visits.

The insurance will be a Blanket Group Insurance Policy for \$1500.00, Medical Expenses and \$7,000.00 in Accidental Death and Dismemberment.

CAREER EXPLORATION PROGRAM
EXPERIENCED BASED CAREER EDUCATION
APPLICATION AND PARENT PERMISSION FORM

Please enroll me in the Experienced Based Career Education Program at _____
High School

Name _____

Street Address _____

City _____ State _____ Zip _____

Home Phone # _____

High School Code Number _____
Belmont - Dunbar

Please complete the Permission Form below:

I, give _____ permission to be involved
(Student's Name)
in The Experienced Based Career Education Program. This
will involve three Career Cluster research contracts and
Specialized Contract from twelve (12) visits to business
sites in the community.

Parent or Guardian Signature

Street Address

City _____ State _____ Zip _____

Telephone Number

Emergency Telephone Number

55

SUPPLIES AND MATERIALS ORDERING PROCEDURE

1. We are funded on an annual basis therefore we cannot order anything in one budget year that is to be paid the following budget year. All orders must be placed, delivered and paid for by June 30th of each year.
2. All materials and supplies must be ordered on the proper form - The Career Development Form CD313 . Three copies are to be made. Keep one copy for your records, one copy stays with the CEP Chairperson, and one copy is forwarded to the CEP Coordinator.
3. Guidelines on Reverse Side of Form Must Be Followed Explicitly.
4. All Equipment Orders must be approved by the State Department. We are discouraging the ordering of equipment as this is not a main function of the Career Development Program.
5. No materials, supplies or equipment are to be purchased directly by teachers or chairpersons. All orders must be processed by:
 1. Request to Coordinator
 2. Requisition
 3. Board of Education Purchase Order
6. Upon delivery, all materials, supplies or equipment must be inventoried and entered in the CEP Inventory of the individual school. They are then to be stamped or marked in some manner to enable identification and made available to the individual who placed the order. All Packing Slips, Invoices or Bills are to be sent to the CEP Coordinator immediately.
7. Blanket Purchase Orders are sometimes used for small purchases. If a teacher wishes to use this method the Basic Request to Coordinator Must Be Processed. A Blanket Purchase Order will be placed at a business site for a dollar amount. A copy of the Blanket Order will be sent to the teacher who is authorized to make the purchases. Blanket Purchase Orders are good for only specific amounts, for no longer than three (3) months. Never exceed the amount on the Purchase Order. Never purchase any thing on a Blanket Purchase Order until you have your copy of the Purchase Order. Be sure that no tax is included on the Bill - The Dayton Board of Education is a tax exempt organization.

Send all packing slips, invoices or bills to the CEP Coordinator immediately.

8. Request for Career Materials and Supplies (Form CD313 are available from CEP Chairperson, CEP Aide or CEP Coordinator.

Career Development Program

REQUEST FOR CAREER MATERIALS AND SUPPLIES

Review Guidelines on Reverse side of this form.

Please type or print-Make 3 copies-Distribution see Item 4, Reverse side of this form.

(1) Teacher(s) Name: _____ Grade & Subject: _____
 School: _____
 Date: _____

(2) Rationale: (Specifically how this order will enhance infusion of the Career program with your curriculum.)

(3) Which of the Seven Developmental Areas and/or Fifteen Occupational Cluster Areas will this order support and how?

Fill in below: Please give as much information as possible!
 Please attach order blank when possible.

Catalog No.	Quantity Ordered	Description	Unit Price	Total Price

Company _____	Address _____
City _____	Telephone Number _____

If more space is needed Please complete a second set of forms & attach together.

Teachers Signature _____ 50 Chairperson's Signature _____

GUIDELINES

1. All materials ordered must be used to enhance the career program. The career program will not supply normal classroom materials available through other sources or programs.
2. Are the materials you need on the Career Resource Center list? Check the list when it becomes available.
3. Please be specific on Items 2 and 3 - Front Side.
4. Fill out in Triplicate. One for Coordinator, one for Chairperson, and teacher keeps one.
5. Company address and price of each item is very important for faster processing of this order.
6. All order blanks must have Teachers and Chairperson's signature before sending to career office.
7. The Career Coordinator and/or Building Chairperson's may deny any order they feel does not enhance the career program or sufficiently justified.
8. Has this material been previewed or utilized by other teachers and if so is it suitable to your area?
9. Allow at least five weeks delivery time for out of town orders.
10. Please attach order blanks from the companies when possible.

(7) Developmental Areas

1. Self
2. Decision-Making
3. Economics
4. World of Work
5. Individual & His Environment
6. Employability & Work Adjustment
7. Education and Training

(15) Cluster Areas

1. Agri-Business & natural Resources
2. Environment
3. Health
4. Marine Science
5. Communication & Mass Media
6. Business and Office
7. Marketing & Distribution
8. Public Service
9. Transportation
10. Personal Service
11. Consumer & Homemaking Education
12. Hospitality & Recreation
13. Fine Arts & Humanities
14. Manufacturing
15. Construction

FIELD TRIP PROCEEDURES

Field experiences are highly beneficial to the student involved in the C.E.P. Program. The field trip can tie together the vicarious and simulated activities with an experiential experience. The C.E.P. Program objectives call for each student receiving eight (8) hours of direct field experience in one or more occupational groups.

All Field Trips should augment, supplement or culminate some activity which is started in the classroom. All students should be prepared for the field experience. A brief description of what they are going to see, possibly a check list of things that they are to look for. There should be a follow-up activity to all field experience.

The following items should be addressed previous to taking a field trip: dress, behavior on the bus and while on the Business Site. All field trips must meet the Requirements of the Board of Education. - one adult to ten students - If a field experience is properly used they can make any subject matter more interesting and meaningful.

The best field experiences are those that the individual teachers have developed through their own effort. Each teacher is encouraged to develop at least one source for a field experience that is related to the Career Cluster or Clusters associated with the subject matter being taught in the classroom. If at all possible the teacher should attempt to establish the location of a field experience that could be continued on an annual basis.

If the teacher finds it impossible to locate a source for a field experience they may call on the Career Guidance Specialist or the C.E.P. Coordinator for assistance. When these people are contacted you should have in mind what type of experience you would like, how long in time you can use, and the date of the proposed trip. Please give ample lead time for location of a site to visit. Once a location has been acquired the teacher will be notified in writing of the time, place and date of the trip on C.D. Form , C.D.312. It is then the responsibility of the teacher to make arrangements for transportation through the C.E.P. Coordinator by completing Form CD 311 in duplicate. Keep one for your records and have the Building C.E.P. Chairperson sign and forward to Coordinator . The teacher will receive a bus ticket when the trip has been scheduled with either a Board Bus or St. John Transportation Company.

On next page is a copy of Form CD-312 which will be used to notify the teacher of a Scheduled Field Trip. A copy of the bus ticket is also provided for the teachers reference. Form CD-311 is to be used in requesting transportation for a scheduled field trip.

BUS DRIVER'S COPY
EXTRA CURRICULAR BUS TRANSPORTATION REQUEST

Form C

No 12894

CEP

SCHEDULE OF FIELD TRIP

Name of School: _____

Tour Date _____

No. of Students: _____

Grade Level: _____

Location of Field Trip: _____

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(a) Departure Time _____

(b) Return Time _____

(c) Tour Starting Time _____

(d) Length of Tour _____

Participants are to report to company representative: _____

Places: _____

Mode of Transportation: _____

Purpose of Field Trip: _____

Person or persons requesting field trip: _____

CD312

Guidance Specialist _____

(Date) _____

Requesting School _____ Loading Address _____
Person in Charge _____ Telephone No. _____
Destination _____ Address _____
Date of Event _____ Starting Time from School _____
Leaving Time from Location Visited _____ Return Time to School _____
Number of Students _____ Other Instructions _____
Send Cost Invoice to _____ Address _____

DO NOT WRITE BELOW THIS LINE

Principal or Supervisor Approval _____ Date _____
Transportation Dept. Approval _____ Date _____
Bus Drivers Name _____ Bus No. _____ Fuel Used _____
Time Left Garage _____ Time Returned Garage _____ Total Time _____
Starting Mileage _____ Ending Mileage _____ Total Miles _____
Total Time _____ x \$ Per Hour _____ -Reimbursement Cost _____

DAYTON PUBLIC SCHOOLS 348 WEST FIRST ST. DAYTON, OHIO 45402

No 22720

Group _____
Person in Charge _____
Telephone _____ Date _____
Bill To _____ Bus No. _____
Address _____ Driver _____
Attention _____ Price\$ _____
Leaving From _____ Deadhead Chg. _____
Going To _____ Over Night Chg. _____
Leaving Time _____ Return Time _____ Over-time Chg. _____
After _____ M. _____ per Hr. Driver Collect ☐ Charge ☐ GRAND TOTAL ..\$ _____
Other Instructions: _____ Live Miles _____
Dead Miles _____
No. Passengers _____
By _____

THE ST. JOHN TRANSPORTATION COMPANY

CAREER DEVELOPMENT PROGRAM

FIELDTRIP RESERVATION FORM

... Please submit at least 3 weeks in advance of the trip.

... Bus reservation slip will be sent to the chairperson indicating confirmation.

School _____	Teacher(s) in charge _____
Date of trip _____	_____
Departure Time from school _____	_____
Arrival Time back at school _____	Grade Level _____
Destination _____	Number of students _____
Address _____	Additional Information _____
City _____	_____

Rationale: (Specifically how this experience will enhance your unit curriculum area.)

Teacher's Signature _____

CD311

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Chairperson's Signature

Date Submitted

GUIDELINES and INFORMATION

1. The experience should be an outgrowth of the curriculum - an introduction - a culminating activity - etc.
2. The rationale should be stated specifically as to why this trip was chosen and how this is correlating with the curriculum.
3. The company must be contacted and a visit confirmed before ordering a bus. This contact should be made by either the requesting teacher or the chairperson or Jack Harner, Guidance Specialist (223-9614)
4. Don't assume a bus confirmation until bus reservation slips are received via school mail.
5. All field trips must be within the greater Metropolitan Dayton Area. (A 10 mile radius of Third & Main)
6. Make sure the form is filled in completely.
7. All trips should be scheduled between 9:30 a.m. & 1:30p.m. Any lunch conflicts must be resolved by home school.
8. Students should have both pre & post field trip experience.
9. Adequate supervision must be provided. Refer to Secondary Principal's Handbook for specific guidelines.
10. A list of participating students must be left in the office upon departure and a copy carried with the teacher to the company.

Make sure to review the following standards of behavior before departure.

1. Bus

- (a) Pupils should remain seated
- (b) Refrain from loud conversation
- (c) No boisterous conduct
- (d) No unnecessary noises

11. Field Trip destination

- (a) Pupils stay in group
- (b) Pupils follow directions
- (c) Obey safety rules
- (d) Be courteous and attentive

RESPECT THE PLACE OF VISIT
GOOD COMMUNITY RELATIONS ARE IMPORTANT !!!

USE OF SPEAKERS IN THE CLASSROOM

The use of speakers in the Career Exploration Program are second in value only to a Field Experience. The bringing into the classroom of a real worker and if possible the tools of the trade is highly beneficial as with the field experience. The use of a speaker should augment, supplement or culminate a classroom activity. The only exception of the rule would be the organization of a Departmental Career Day.

All students should be prepared for speakers coming, with a list of what to listen for and some possible questions to ask. Follow up activity should be carried out at the time of the speaker's visit.

Students should also be made aware that speakers are difficult to obtain and therefore should be treated courteously at all times. Arrangements should be made to receive the speaker and see that they are shown to the proper classroom and then out of the building.

The best use of a speaker are those that are developed by the teacher through their own effort. Each C.E.P. teacher is encouraged to develop a speaker series of at least one speaker for each grading period, in a Career Cluster or occupation that is related to the subject matter taught.

If the teacher finds it impossible to locate a speaker that is desirable they may call on The Guidance Specialist or the C.E.P. Coordinator for assistance. When these people are contacted you should have in mind the specific type of speaker you desire, the date you would like and the particular information as to date, time and room number. Please give ample lead time for location of the speaker. You will be notified either personally or in writing, either confirming the speaker or notifying you that they were unable to locate the necessary speaker. We will use Form - C.D. 317

When a speaker is used it is good public relation to send to them a "Thank You Letter" and a "Certificate of Appreciation". (CD Form 310) These certificates are available through the C.E.P. Chairperson or C.E.P. Aide. Postage for the mailing will be paid by the C.E.P. Program.

CAREER EXPLORATION PROGRAM

SPEAKER SCHEDULE

School _____ Date _____

Teacher _____ Time _____

Speaker's Name _____

Organization Representing _____

The above speaker has been contacted and will arrive at your school at the time posted. Please make arrangements to meet the speaker and please show the speaker out of the building after they have finished.

Career Guidance Specialist

Date Return

CD 317

CAREER EXPLORATION PROGRAM

SPEAKER SCHEDULE

School _____ Date _____

Teacher _____ Time _____

Speaker's Name _____

Organization Representing _____

The above speaker has been contacted and will arrive at your school at the time posted. Please make arrangements to meet the speaker and please show the speaker out of the building after they have finished.

Career Guidance Specialist

Date Return

CD 317

CAREER EXPLORATION PROGRAM

QUARTERLY REPORT

Every attempt has been made to keep the C.E.P teacher from having to be involved in a great deal of Paperwork. However, it is necessary to document the activities in the C.E.P. Program. Therefore it is necessary to have some source of documentation. This source is the C.E.P. Quarterly Report. (C.D. Form - C.D.- 304

The C.E.P. Quarterly Report is a simple One Page, eight questions. It covers questions on number of Field Trips per quarter, classroom related experiences to jobs, selected readings, use of speakers, use of AV materials, use of Career Guidance materials, and the number of class hours provided during the quarter. A question to provide a place for asking for help from the coordinator completes the report.

The C.E.P. Quarterly Report is the only required report from the C.E.P. teachers. It is very important that this report be completed as accurately as possible. It should be turned into the C.E.P. Chairperson or C.E.P. Aide no later than one week after the quarter ends.

The data on the report will be used by the Coordinator to keep statistics on the various items to determine the progress of the C.E.P. Program. The information from the reports will also be used in supplying information for the various publications of the C.E.P. Program and for data to be placed in the Annual State report.

CAREER EXPLORATION PROGRAM

QUARTERLY REPORT

School _____ Quarter 1 2 3 4 Teacher _____

Subject Taught _____

1. Pupils in my class have been on FIELD TRIPS to see working occupations. 0 1 2 3 4 5

COMMENTS: _____ Circle the number of field trips

2. Classroom experiences for my pupils have been related to jobs AND careers on a DAY TO DAY basis. YES NO

COMMENTS: _____ Circle which

3. Pupils in my class have made use of SELECTED READINGS on jobs and careers. YES NO

COMMENTS: _____ Circle which

4. I have had a SPEAKER into my classroom for the purpose of discussing jobs and careers. 0 1 2 3 4

COMMENTS: _____ Circle the number of speakers.

5. FILMS, FILMSTRIPS, VIDEOTAPES, AUDIO TAPES have Been SHOWN in my class covering jobs and careers. 0 1 2 3 4 5

COMMENTS: _____ Circle how many have been shown.

6. I have worked directly with the counselor or CEP aide in using Career Guidance Materials. YES NO

COMMENTS: _____ Circle which

7. I would like to have help or suggestions with the following projects, activities or ideas: _____

8. I have included _____ hours of CEP activities in my classes during the quarter.

CAREER DEVELOPMENT RESOURCE CENTER

Cleveland Elementary School

1102 Pursell Ave.

Phone- [REDACTED]

The Career Development Resource Center has been created to provide a source of career materials available to teachers in Career Development schools. These materials are to help career teachers infuse career concepts into their day to day classes. The Career Resource Center will serve the Career Motivation, Career Orientation and Career Exploration Program in the Dayton Public Schools.

HOURS OF OPERATIONS

The Career Resource Center will be open on school days from 8:00a.m. until 3:00 p.m. and by appointment through the Career Development Aide, who will be on duty during regular hours.

ORDERING METHODS

There will be Three Methods For Ordering:

1. Regular Order From (obtained from school Chairperson)
2. Phone in orders to Aide
3. Visit to Center personally

LENGTH OF USE

1. Films - 1 week
2. Filmstrips - 2 weeks
3. Multi-Media Kits - 1 month
4. Tapes - 1 week
5. Career Kits - 1 month

(Check due date on inside pocket)

RETURNING PROCEDURE

All materials must be returned by Due Date, wrapped in brown paper-addressed to The Career Resource Center - Cleveland Elementary School and sent through School Mail.

If any of the materials was received damaged or has since malfunctioned please indicate on the return card located in the due pocket.

Fill out card, inside pocket.

CAREER DEVELOPMENT RESOURCE CENTER

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16mm FILM SECTION

Counselor Films, Inc.

FM101 Is A Career In The Social Sciences For You? 14 min., color, sound.

Economists, historians, sociologists, political scientists are much needed and contribute much to the knowledge of mankind; describes how and where social scientists work.

Has teacher's guide with film summary, motivational aspects, six major professions, preparation for use of film, after-screening discussion, and 4 major goals of the film; film would be suitable for grades 6 through 10, or even beyond, particularly in the realm of counseling. Activities, discussion, further ref.

FM102 The World Of Work - 20 min., sound, color.

Examines choices open to students from agronomists to zoologists in the world of work. Includes teacher's guide, summary, goals, discussion, questions, activities, and sources of further information. Approximate level: junior high - grade 10, most certainly grade 9. Sets forth requirements of major career talents, interests and values.

FM103 How A Career Develops - 20 min., color, sound.

This film is different in that it explores the life-long process we call career development, instead of describing specific career opportunities. Good to increase the interest and understanding of student, parents, teachers, adults.

Includes aims, teacher's guide, other activities, significant and salient points of the film, pre-screening hints, questions for discussion, and suggested group activities. Great for the un-initiated!

FM104 Is A Career In The Performing Arts For You? - 16 min., sound, color.

Goes beyond successful performance to explore the kinds of training and experiences necessary to the performing arts; designed for young people interested in a career with demanding qualifications and training regimen.

Includes teacher's guide with aims, other uses, significant items, pre and post-screening activities. Level: junior high or above, int./jr. hi.

FM105

Is A Career In The Natural Sciences For You? - 15 min., sound, color.

Describes a number of the specialized professions which represent the physical, life, and environmental sciences. The most important feature of this film is that it relates scientific careers to the basic sciences taught in schools.

Includes teacher's guide, aims and other objectives, discussion questions, pre-screening activities, suggested student activities, other references. Int./jr. hi.

FM106

Is A Career In Bench Work For You? - 15 min., sound, color.

A film to introduce to the student careers in repair services, assembly, and inspection operations, the careers requiring the use of tools and skillful use of the hands. This film gives students an overview of the training needed and the opportunities available in the essential occupations.

Even watch making and precision instrument repair is depicted in this film.

Included are: teacher's guide with aims of the film, other uses of the film, special interests, i.e., hobbies, pre and post screening activities, suggested student activities, and references for further information. Int./ jr. hi.

FM107

Is A Career In The Textile or Apparel Industry For You? - 15 min., color.

This film describes careers in two of our nation's major industries. The apparel industry is a principal consumer of textiles and has been distinctly influenced by the creation of many fabrics developed through the advanced technology of the textile industry. The major emphasis of the film is on the work people do to produce these basic goods. Has a teacher's guide with aims, before and after-screening discussion questions. Also has suggested student activities. Int./jr.hi.

* When You Grow Up Series ----Primary/Intermediate levelFM 108 Personal Service - 10 min., color

The occupations explored are: service station owner/mechanic; dog groomer trainer, and hair stylist. The emphasis is on owning one's own business and doing what one most enjoys.

FM 109 Fine Arts and Humanities. - 10 min., color

This film explores the work of archeologists, researchers, artists, and exhibit makers at the Smithsonian Institute in Washington, D.C.

FM 110 Transportation - 10 min., color.

The sprightly "When You Grow Up" theme tune with cartoon kids suggesting a variety of job possibilities opens the film, then swings into a transportation song about all the travelers in the world today.

FM 111 Public Service - NOAA National Hurricane Center - 10 min., color.

The lyrics of a sprightly introductory tune invites students to think about weather. Then a national weather forecaster explains his work, introduces a radar technician and a meteorological technician who demonstrates uses of radar and weather balloons. The three show how detailed is the work behind local and national weather reports.

FM 112 Hospitality and Recreation - Sea World, Ohio - 10 min., color

The film opens with cartoon characters matched to the quick lively jingle theme song: "People, People, Everywhere.....People Working Here and There... Everybody has a job to do...When you grow up...What will you be when you grow up?" and continues with the musical suggestion to consider the jobs in a recreational spot like Sea World of Ohio.

FM 113 Natural Resources - 10 min., color

The film opens with cartoon characters matched to quick, lively theme song: "People, people, everywhere.....People working here and there.... Everybody has a job to do..etc. The film follows a typical park ranger from dawn to dusk and explains some of the jobs he has to do.

FM 114 Construction - 10 min., color

Construction workers: The film begins with flashes of children playing with toy heavy equipment blending into shots of real heavy equipment working, a technique urging transition in the viewers mind from make believe to real like career work. The viewer first meets the construction boss as he describes his functions and introduces the various kinds of jobs involved in highway construction, many including women.

FM 115 Business - Pet Store - 10 min., color

Shelly Newman is the owner of a pet store, and he explains how he operates the store and why business is a good career (job), also explains how he buys merchandise from manufacturers and wholesalers and then sells it to his customers.

FM 116 Marine Science - 10 min., color

The theme song invites listeners to recall the recreational uses of the oceans and to think about the value of oceans in daily life.

FM 117 Health - 10 min., color

The film introduces the viewer to five different but closely related hospital occupations: play therapist, technician, respiratory therapist, physical therapist and volunteer worker.

FM 118 Marketing - 10 min., color

This film introduces the viewer to the varied occupations in the world of marketing and distribution of goods.

FM 119 Communication - 10 min., color

This film introduces the viewer to the world of communications and media. The major emphasis is on the television and the behind the camera world.

FM 120 Environment - 10 min., color

This film introduces the viewer to environmental control and the dire need for ecology in today's world.

- * All the above films have a teacher's guide with activities for pre and post viewing.....Primary and Intermediate level.

The Working Worlds Series**FM121** Welcome to The Working Worlds. - 17 min.

Introduces the student to the concept of occupational clusters as a means of career exploration. Each of the 13 clusters is discussed in terms of its interrelated contribution to society as a whole. This film can be utilized for both student and in-service orientation as well as integrated into curriculum and in guidance counseling.

Int./jr. hi.

FM122 On the Move - Careers in Transportation. - 13 min.

Deals with the broad range of career opportunity within transportation industries. The film treats the occupations as they fit within the natural sub-clusters of transportation: air, rail, trucking, by sea, municipal and mass transit. The pros and cons of many occupational levels are discussed as well as some treatment of directional guidance for career preparation. Occupations from entry level to post-secondary are considered.

Int./jr. hi.

FM123 The First Step - Careers in Construction. - 12 3/4 min.

Deals with the broad range of career opportunities within the construction industry and discusses some of the advantages and disadvantages of working in these fields. The film stresses that jobs exist for people at all levels of educational attainment - from the unskilled laborer to the engineer with an advanced degree. It depicts these careers in relation to three kinds of construction - residential, commercial and heavy.

Int./jr. hi.

FM124 People to People - Careers in Communications and Media. - 12 1/2 min.

Deals with the broad range of career opportunities within the communications and media industry. The film stresses that most of the career opportunities in this cluster are for people with technical and business skills who operate behind the scenes. It divides these opportunities into three sub-clusters: the telephone and telegraph industry, newspaper and printing industry, and the radio and television industry.

Int./jr. hi.

FM125 We, The People - Careers in Public Service. - 13 3/4 min.

Deals with the broad range of career opportunities within government. All levels of government are examined and the film stresses that careers are available for people with all kinds of educational backgrounds and skills. Public service careers are divided into legislative, law enforcement and the courts, transportation, social services, commercial regulation and international affairs sub-clusters.

Int./jr. hi.

FM126 Helping Hands - Careers in Health. - 12 min.

Deals with the broad range of career opportunities within the health industry and discusses some of the advantages and disadvantages of working in these fields. While physicians and surgeons are at the core of the cluster, the film gives equal emphasis to the many kinds of technical careers needed throughout the industry. These have been grouped as service occupations inside the hospital and services outside the hospital in the community.

Int./jr. hi.

FM127 The Organizers - Careers in the Business Office. - 12 3/4 min.

Deals with the broad range of career opportunities within the business office. It discusses the similarity and transferability of skills demanded by government, big business, small business, and non-profit organizations. Almost every kind of institution and operation demands people with secretarial, accounting, purchasing, personnel, management, and public relations skills. One area given special attention is computer operation, for more and more office functions are being assigned to computers. The film stresses that career opportunities exist in all these areas for people with all levels of educational preparation.

Int./jr. hi.

FM128 The Marketeers - Careers in Marketing and Distribution. - 12 3/4 min.

Deals with the broad range of career opportunities within the marketing and distribution industries. From market research to advertising, warehousing to retail selling, the film deals with the talent, education, skills and inclinations necessary to a successful career in marketing. Selling is examined as perhaps the most lucrative career that exists for people trained basically on the job. Other careers, such as display design, door-to-door surveying, commercial art, and wholesale buying are discussed.

Int./jr. hi.

People and Things - Careers in Manufacturing 14½ min.

FM129

Deals with the broad range of career opportunities within the manufacturing industries. It looks at these careers in terms of the design function, capital goods manufacturing and consumer goods manufacturing. A special look is taken at assembly line occupations as both a source of career opportunity and as an area of the working world which has been a source of worker dissatisfaction. Other careers, such as engineer, draftsman, craftsman, machinist and technical writer are discussed.

FM130

At Your Service - Careers in Business and Personal Services. - 13 1/2 min.

Deals with the broad range of career opportunities in the fields of business and personal services. It divides these industries into three general areas - those providing access to tools and equipment the average person doesn't have, such as dry cleaning; those providing access to resources the average person doesn't have, such as banking or insurance; and those providing expertise, such as law and television repair. The film shows how all three areas have high paying and low paying career opportunities, have need of specialists and of people trained on the job, have need of high school graduates and people with advanced degrees.

Int./jr. h.

FM131

Culture and Conscience - Careers in Education, Fine Arts and Social Sciences. - 12 3/4 min.

Deals with the broad range of career opportunities within the fields of education, the fine arts, and the social sciences. The film stresses the intangibles such as talent, desire, inspiration, and sacrifice as important factors in the success of a career seeker in this cluster. An advanced formal education is necessary for some of these careers too, and the film depicts their importance relative to the cultural health of our society.

Int./jr. hi.

FM132

Earth People - Careers in Natural Resources and the Environment - 13 min.

Deals with the broad range of career opportunities within the various natural resources industries as well as careers in the area of environmental protection. It looks at the natural resources industries, mining, petroleum, lumber, power, in terms of exploration, extraction, construction, maintenance, operations, and processing jobs. Each is shown to hold career opportunities for people at all levels of educational attainment. Careers in environmental protection are discussed and stress is placed on the fact that future job opportunity and advancement in this occupational area will depend to a great extent on technical expertise.

FM133 The Foodmakers - Careers in Agri-Business and Food Production. - 12 1/2 mi

Deals with the broad range of career opportunities within the agricultural and food processing industries and discusses some of the advantages and disadvantages of working in these fields. The film stresses the increasing sophistication of farming technology, which has spawned a demand for technically trained specialists in almost all agricultural industries. It looks at food processing as an industry becoming increasingly automated, yet still providing many career opportunities for people at all levels of training.

Int./jr. hi.

FM134 Good Time People - Careers in Hospitality and Recreation. - 13 min.

Deals with the broad range of career opportunities in the hospitality and recreation industries, ranging from food preparation and service, hotel and resort operation and management, professional sports and entertainment to careers in local facilities such as bowling alleys, movie theaters and amusement parks. There are many occupations within this cluster which do not demand advanced education and the advantages and disadvantages of such careers are discussed in the film.

Int./jr. hi.

Counselor Films, Inc. "I WISH I WERE SERIES"

"I Wish I Were..." is intended to motivate, instruct and entertain youngsters in the intermediate and junior high through exposure to their peers from all over the country. The camera travels from Maine to California while children tell us their perceptions of the World of Work and of themselves. The key to the series is the demonstration of young people's developing interest in various occupational areas and their awareness of themselves in relation to future work. In order to get students in a classroom to similarly verbalize their feelings, the four films are designed to:

FM135 Film I - INTERESTS, VALUES, FEELINGS Help students become more aware of their own interests, values and feelings.

FM136 Film II - LOOKING AHEAD TOWARDS POSSIBLE OCCUPATIONS Show students that even though they are many years away from a full-time job, it is natural for elementary students to be interested in their possible occupations.

FM137 Film III - THE PURPOSE AND DIGNITY OF WORK Indicates to students that all work has purpose and dignity.

FM138 Film IV - AWARENESS - INTERESTS IN THE CONCEPT OF WORK Broadens students awareness of and interest in the entire concept of work.

Each film runs 8-10 minutes, color, has pre/post activities. Int./Jr.Hi.

WHATCH GONNA GO? SERIES, color film 16mm --- for grades 5, 6, 7 and 8

- FM 201 TRY-OUT, 16 min.
Shows children involved in six different activities that are career related: nature studies, television broadcasting, building, tutoring, raising live-stock, and a classroom manufacturing simulation. Throughout the film, children comment on their work, what they are learning about themselves, and what they might want to be.
- FM 202 THE MOST IMPORTANT THING, 16 min.
Compares the reasons why two different workers (a youth leader and a mechanic) chose their occupations. The point of the film is not to draw comparisons about the life style of youth leaders as opposed to that of mechanics, but to show that a person's life style which includes work is a reflection of his or her values. The reason a person chooses a particular career is often dependent upon personal values - what he or she feels is important.
- FM 203 A TIME OF CHANGES, 21 min.
Deals with how technological changes can effect career decisions. Technology has made some working roles obsolete, but has created others. The film should spur the student's imagination to consider what jobs might exist in the future that do not exist today.
- FM 204 BECAUSE IT'S JUST ME, 16 min.
Encourages students to take a self-inventory and to think about their present abilities, interests, and hobbies might extend into career roles or future leisure time activities.
- FM 205 GETTING READY, 16 min.
Careers require preparation and planning. This film introduces a gymnast, an archeologist, and a policewoman, and shows how each one goes about preparing for his or her career.
- FM 206 LET'S GET TO WORK, 21 min.
Introduces and surveys the film series WHATCH GONNA DO? and serves as a teacher aid in using the series. Shows that career education is not a specific subject, but a process by which students come to know themselves better. Demonstrates how career education programs can provide students with experience and knowledge that will help them choose an occupation. Presents the idea that technology has complicated the job world and separated it from the experiences of children. (cover of film gives additional information)
- FM 207 GOING BACK, 16 min.
Shows how a person's environment--family, peers, culture, and geography plays a role in career decisions. The film THE MOST IMPORTANT THING deals with how values affect life style and career choice. GOING BACK shows how some of those values are formed.

FM 208

WHAT'S THE LIMIT. 16 min.

It would be dishonest to suggest that every student can be what he or she wants to be. Everyone has limitations, and part of growing up is accepting and learning to deal with them. This film presents two individuals who did not become what they wanted to be. They overcame their disappointment, however, and are happy in other occupations better suited to their abilities.

FM 209

PARTNERS, 15 min.

Presents those people who want to be their own bosses and look for ways to create their own jobs. Many small businesses have been created through the imagination of one or two people. This film gives students an idea of how a business is run; but more important, it shows them how, with imagination and some risk, a person can carve out a job that does not already exist.

FM 210

WHAT DO YOU THINK, 16 min.

Introduces and examines the questions of how people decide on a career. Career choice is presented as a developmental process, a continuous series of decisions about one's self and what one wants to be. An important underlying theme in the film is that each person is presented with choices that give him or her some control in deciding his or her future.

ENCYCLOPAEDIA BRITANNICA EDUCATIONAL CORPORATION

"THE KINGDOM OF COULD BE YOU" Series - 16 films, 5-6 min., color - pri./int. Cartoon characters with lively music. Teacher's guide with activities

- FM211 "The Kingdom of Could Be YOU," "What kind of a place is this? What do people here? I know. Do you?" coyly asks Answer Bird. Comfortably perched on Wizard's coattails, the animated film children are given a magical tour of the Kingdom of Could Be You. Enchanted, they watch the many different things that people do; there is such a variety of things to try, and everything looks like fun. Their enthusiasm is temporarily dampened when they see that these are things that grown-ups do, not children. "Grown-ups are only kids who've been around for a while," Wizard explains. Convinced by Wizard's words and eager to join in the fun, the children decide to try all sorts of activities in the Kingdom. They learn that the kingdom is a challenging one, where people have fun making things and helping other people.
- FM212 "Health" - In this film the children see themselves as grown-ups doing very important jobs and using all the miracles of modern technology in their work.
- FM213 "Fine Arts and Humanities" - One day Wizard takes his friends to a most unusual part of the Kingdom of Could Be You. It is so busy, so full of color and noise and motion that Answer Bird and the children are confused. But Wizard explains that this is the Land of Feelings---the World of Art and Poetry and Song. Everyone in this part of the kingdom is expressing his feelings just the way he wants to---by singing, dancing, painting pictures, playing musical instruments.
- FM214 "Public Service" - Who are some of the people that help, protect, and care for all of us? Imagine what would happen if the teacher did not come to class, if the building caught on fire and firemen did not respond to the call, or if the janitors and custodians did not clean up the room or turn on the heat. Why do you need these helpers?
- FM215 "Environment" - Who is responsible for keeping the air, water, and land clean? The president? Scientists? The mayor? Your parents? Perhaps you? Environment is more than air, water, and land; it is everything and everybody around them.
- FM216 "Marketing and Distribution" - Where do people go when they go marketing? To the movies? To a restaurant? To the beach? Just where do they go? Who makes the things you find in a grocery store? How do they (the things) get to the grocery store.

- FM217 "Consumer Homemaking" - Wizard takes his friends to a spacious place in the Kingdom. He thinks the palace needs redecorating, so he asks the children to move things around and to do whatever they can to make it look better. When they get to the kitchen, the children take a little time out for fancy cooking. Who arranges things and cooks and makes it fun to live in your house? (Could be mother, father, student, or everyone doing things together.)
- FM218 "Agribusiness" - What does it mean to grow something? What kinds of things can we grow? For what purpose? Food--clothing--shelter-- How would it feel to grow something all by yourself?
- FM219 "Recreation--Hospitality--Tourism" - What do you do when you want to have fun? The animated film children see themselves as grown ups doing very important things to help other people in recreation, hospitality, and tourism. Look at all the things people do with their leisure time! There are vacations to take, entertainment to see, and games to play. And for all of these activities, there are a great number of fun assistants who help people relax and have fun.
- FM220 "Communication" - How do you get a message across to someone? "Communication--I think this means telling people something," begins Answer Bird. Wizard has a problem. He has to tell everyone in the kingdom that tomorrow is a holiday, and he is not sure which is the best way to relay his message. Realizing that they can only communicate with one person at a time by telephone, Wizard and the children in search of methods of mass communication.
- FM221 "Marine Science" - "This is about the sea and the ocean and getting things from it," Answer Bird informs us. Wizard has brought his friends to the seashore to enjoy the ocean's surface. But he also wants to introduce to them the pleasures of the deep, and he has asked his friend, Skipper.
- FM222 "Manufacturing" - What does it mean to manufacture something? What are all of the steps in the manufacturing process? An idea, design, production from the design. The children manufacture a "mouse trap" to send all of the mice to the moon of green cheese.
- FM223 "Personal Service" - Who have you helped today? Did you help someone look better or feel better? There are many workers "who care about other people's problems" and help to solve them. (Priests, ministers, rabbis, teachers, lawyers, and social workers spend much of their time helping other people who are troubled.)
- FM224 "Construction" - What do construction helpers do? Construction helpers are people who build things, such as schools and houses. The first thing needed to build something is a plan. The helper who makes the plan is called an architect. A lot of other people take the architect's plan and help each other to build something from it.

- FM225 Business and Office - 6 min., Pri/Int.
What do people in offices do? The most important thing they do is to plan and organize the company's activities. "People who work in offices solve problems so that other people can do their own thing better," explains the Answer Bird. "Helping other people get things done, that's what business is all about!"
- FM226 Transportation - 6 min., Pri/Int.
Wizard has a transportation problem. He has to move some boxes from here to there, and his magic is just not potent enough to do the job. Exhausted, he has run out of ideas. "Let's get some help!" suggested Stevie. Stevie knows that people often need other people to move things from one place to another. The children then set out to find as many ways and means as they can to help Wizard move his boxes. They use conveyor belts, forklifts, and cranes to move the boxes short distances; and they discover that trucks, ships, and planes can be used to move the boxes long distances. Wizard is overwhelmed. "All these choices! I never realized that people could take things from here to there in so many ways."
- FM301 Night People's Day - 10½ min., color, Pri./Int./Jr.Hi.
While most of the city sleeps, much activity continues to go on. Among the night people there is a special camaraderie and happy spirit which grows out of an awareness that theirs is a special kind of work. Without narration, this film joyfully explores the city at night with special emphasis on the people and their occupations. A unique sound track is created by human voices which imitates the myriad sounds of the night people at work.
- FM351 Career Education - 22 min., color Teacher/Adm., In-Service use.
This broadcast quality film is designed to introduce the idea of career education to the public and to education decision makers. The film discusses the need for career education and shows implementation of the concepts in the classroom.
- FM352 Vocational Education, Progress & Promise, 25 min., color, Jr./Sr.Hi.& Adm.level.
This excellent film is an overall view of Vocational Education in the state of Ohio, including the Dayton area.
- FM353 Career Education in Ohio, 22 min., color, teacher/administrator.
An overview of the complete Career Education program in the state of Ohio.

- FM401 Workers Depend On Each Other - 10 min., color, sound., Primary level.
Coronet film built on rhyme: "This is the House That Jack Built". Children see workers involved in building a doll house, and discover the web in interdependence includes many workers: Factory worker, truck driver, clerk printer, sellers of gas and electricity and others.
- FM402 Helpers At Our School - 11 min., color, sound, Primary level.
New insight into the school community as children learn from seldom seen members of the staff. Many helpers, including the student, must work together to make the school run smoothly.
- FM403 Workers Who Come To Our House - 10 min., color, sound, Primary level.
We follow eight different jobs through the day. We learn that some bring services and others products.
- FM404 Helpers In Our Community - 11 min., color, sound, Primary level.
We meet some helpers in the community with Susie's class and classmates. Shows how all work together to make community a good place in which to live.
- FM405 People Who Work In Offices - 11 min., color, sound, Primary, Int. level.
Includes offices in a school, bank, newspaper, motel, and office building. Understanding of similar kind of work done in all offices and people who do these jobs. Realize that work depends on the contribution of many
- FM406 What Shall I Be? - 8 min., color, sound, Prim., Int. level.
A little boy imagines himself a racing car driver, a surgeon, a tailor etc. Everything is such fun in this humorous cartoon. Primary, Int. level.
- FM407 People Who Work In Stores - 10½ min., color, sound, Prim., Int. level.
Shows activities behind the scenes, workers, includes how a cash register works. Relationship of stores to offices introduced in a simple, attractive way.
- FM408 The Lighthouse I Work In - 11 min., color, sound, Primary, Intermediate level.
In a letter a Coast Guardsman tells about his work in a lighthouse and what the activities are in the lighthouse.
- FM409 People Who Work In Factories - 11 min., color, sound, Prim., Int. level.
A youngster is taken on a tour of a bicycle factory. This film conveys the concept of earning a wage in a simple manner and using simple definitions of mass production, assembly line, division of labor, and many other definitions.
- FM410 Work Around The World - 11 min., color, sound, Prim., Int. level.
Compares and contrasts the work of people in underdeveloped and modern countries. Emphasizes interdependence of people and the increasing number of jobs which provide services to people who live in the city.
- FM411 Consumer Skills: Buying On Credit - 12½ min., color, sound, Jr./Sr.High.
Three young men discuss their credit experiences-many credit terms such as finances charges, bank loans, down payments, interest, and installment payments. Also the three C's of credit: character, capacity, and capital are discussed.

- FM412 Consumer Skills: Buying Services - 12½ min., color, sound, Jr./Sr. High. When Danny is involved in an auto accident, he learns what medical, legal, insurance, repairs, and other services are available to him. He also learns that being a consumer means buying both public and private services.
- FM413 Consumer Skills: Buying For Immediate Use - 13½ min., color, sound, Jr./Sr.Hi. Three young consumers make a shopping trip buying typical purchases. They then rate their consumership to find out the skills a person has to develop in buying wisely for immediate use.
- FM414 Consumer Skills: Saving and Investing - 14½ min., color, sound, Jr/Sr. High. Four young people in separate episodes reveal their experiences with saving and investing.
- FM415 Consumer Skills: Budgeting Your Money - 13 min., color, sound, Jr/Sr high level. Conversation between four young people discussing their budgeting problems. Exchange ideas on how to make a successful budget and make it work.
- FM416 Competition in Business - 13½ min., color, sound, Jr./Sr. high level. Competition in business shows how to be a prime factor. Learn how competition works on several levels including price, services, quality and the development of new and improved products. Jr./Sr., level.

JOBS IN THE CITY: SERIES

- FM501 Distribution - 10½ min., color, sound, Kdg./3rd grade level. It is designed to give children of the inner-city a film setting they can identify with, while providing rural and suburban children with a glimpse of the life and environment of the inner-city.
- FM502 Manufacturing - 11 min., color Kdg./3rd grade level. This film stresses the dignity, rewards and importance of work and presents situations which allow the teacher to lead discussions of attitudes towards work. The film examines such concepts as interdependence in the human community, interpersonal relations, values, and an introduction to some basic understandings of our economic system (Mass production, job specialization, consumerism, value added to raw materials, etc.)
- FM503 Construction - 9 min., color, Kdg./3rd grade level. The film is intended for use as a prevocational guidance tool. They strongly recommend that elementary level children be exposed to various occupational fields so that they can begin early to consider various adult jobs. The film is intended to present a simple philosophy of the dignity and importance of work and a rudimentary understanding of what is expected of any worker (promptness, reliability, etc.) regardless of his job.
- FM504 Women at Work - 11 min., color, Prim. & lower Inter. level. Though it depicts only women at work, it is intended for viewing by both boys and girls. Young pupils of both sexes often form the erroneous notion that career fields for women are limited to those of teacher, nurse, librarian, sales clerk, etc. This film will help dispel that false impression.
- FM505 Mass Media - 11 min., color, Primary & lower Intermediate level. The film examines such concepts as interdependence in the human community, how man communicates, the role of advertising, etc.

- FM506 Services - 11 Min., color, Primary & lower intermediate level.
Some people make products and some people sell products. Both are important to us. An introduction to some basic understandings of our economic system (competition, services vs. production, job promotion and advancement, the basis upon which workers are paid, management, etc.)
- FM507 Medical & Health - 14 min., color, Primary & lower intermediate level.
This film exposes students to a job cluster of related occupations. The various occupations dealing with hospitals, a doctors office and even the ambulance driver.
- FM508 Growing Up On The Farm Today - 15½ min., color, Primary & intermediate.
This film is designed to immerse elementary school children into the environment and life style of a modern farm family. Each member of the family has certain responsibilities that must be carried out for a comfortable and successful life on a farm in today's fast-moving world. Each member of the family has specific roles and each is as important as the other.
- FM509 Corn: The Plant With Ears - 10½ min., color, Intermediate & Jr. High.
To present students with an overall view of the history, geographical distribution, technology, production, uses and economic importance of corn.
- FM510 Wheat: From The Field To Flour - 11 min., color, Intermediate & Jr. High.
Wheat is a grasslike cereal plant which carries its grain in dense spikes at the tip of its stalk. It was one of the first cereal crops grown by man, perhaps as early as 7,000 years ago. This film presents to the students an overall view of the geographic distribution, technology, production, uses and economic importance of wheat.
- FM511 Peanuts: And The Peanut Butter Plant - 10 min., color, Intermediate & Jr. Hi.
To provide students with an overview of peanut production - history, geographic factors, production methods, processing, uses, and economic considerations. In addition to the peanut by-products listed in the film, other non-food items made from peanuts and peanut shells include: soap, detergents, shaving cream, adhesives, paper, ink, plastics, shampoo, shoe polish, cosmetics, lubricating oils, metal polish, and fertilizer.
- FM512 Beef: The Steak In The Grass - 10½ min., color, Intermediate & Jr. Hi.
To provide students with an overview of some of the history and geographical factors, production methods, consumer protections, uses and economic importance of beef in the United States.
- FM513 Who's Who In The Zoo? - 12 min., color, Intermediate and Kdg.
To provide elementary students with an awareness of the various career fields represented in a zoo and to sensitize children to become actively aware of various career roles in other organizations and institutions.
- FM514 Deciding - 14 min., color, 4th through 8th grade level.
Both boys and girls need to be developing decision making skills, especially during the intermediate grades, and consumer buying skills can serve as a medium for all decision-making experience. Decision-making ability is important to individuals regardless of occupational choice; and the school-age child is not too young to realize that as an individual he must be responsible for making wise choices that will affect his own happiness.

- FM515 Me - 16½ min., color, Kdg - 8th level.
Me is the first film in a series designed to support the confidence of young people in dealing with their own personalities and with the society in which they live.
- FM516 You - 16½ min., color, Kdg. - 8th level.
This film introduces the concept of empathy and can be useful in encouraging children to project themselves into the positions and view points of others for healthier human relations.
- FM517 They - 16 min., color, Kdg.-12th level.
The film examines one view of how societies are presently constituted, and suggests alternatives to the status quo. SOME MAJOR CONCEPTS: There are certain words, such as "They", that are powerful enough to evoke suspicion, fear, deprivation, exile, and even war. The revaluation or elimination of such words might lead to basic changes in social attitudes.
- FM518 Wise and Responsible Consumership - 13½ min., color, 4th - 8th grade.
Political freedom is one of the products of a democracy in which citizens cast ballots or votes for candidates; economic freedom is the product of market where consumers cast dollar votes for products or services. Consumers' dollar votes influence production in a manner similar to the way citizens' ballots influence political action.
It is the purpose of this film to help young consumers become aware of ways that they can become better buyers in the marketplace and in turn become the more responsible consumers that are demanded for economic freedom in the free enterprise system in which we live.
- FM519 Analysing Advertising - 13 min., color, 4th - 8th grade.
We live in an age of mass production. If every consumer wanted something different mass production would be impractical. On the other hand, if every consumer wanted the same thing, some manufacturing would not have buyers for their job of persuasive advertisers to try to mold our tastes and preferences so that we will be interested in using new products that are available; to help manufacturers compete by emphasizing the difference between their wares and to try to persuade the customers that their own product has some special advantages over the others.
It is the purpose of this film to acquaint young consumers with some of the techniques used by commercial advertisers to influence consumers to buy certain products or services.
- FM520 Foresters - 14 min., color, Jr. and Sr. high.
This film serves as an excellent introduction to career opportunities in various branches of forestry.
- FM520 What Ecologists Do - 15½ min., color, all levels.
Ecology describes how living things act or depend upon one another and on the environment.
- FM522 It's All Music - 26 min., color, 8th to 12th grade.
The purpose of this film is to break down the preconceived notions which many people hold toward various types of music. It's all music and each has a place in our society.

- FM523 Work Is Child's Play - 27 min., color, Career Education students, educators, school adm., parents etc.
This is an excellent overview of a total career education program. It illustrates how the awareness, exploration and preparation of phases of the program are related to elementary, Jr. and Sr. high school levels.
- FM601 Priorities - 16 min. Sr. High level.
An assessment of personal values, to aid students in identifying, clarifying, and ultimately integrating into their lives a more mature process by which decisions are made. To present situations which test the values that one holds when important decisions must be made.
- FM603 Me, Myself - 16 min., Int., Sr. Hi.
To launch a process of self appreciation. These films assist in the exploration of getting to know and appreciate self through interpersonal reactions.
- FM608 Daily Bread - 16 min., Int. Sr. High level.
The work ethic. To probe the meaning and quality of work as a value. Personal definition of work vs. the place of work in our culture.

FILMS CONTINUEDCAREERS IN THE OFFICE SERIES

.....Jr./Sr. High Level

- FM 801 TAKE A LETTER....FROM A TO Z 15 min., color
Exploring the world of the modern secretary, it shows her performing in the types of working situations she encounters daily. It shows how she acquires the skill and confidence which equip her to handle the job of her choice.
- FM 802 CHOOSING A JOB 12 min., color
Which career is a puzzling question no one but Carol can answer ultimately. Her school counselor places her in a career education program enabling her to try out a variety of office jobs before making her choice.
- FM 803 APPLYING FOR A JOB 13 min., color
Ruth lost her job interview by ignoring good grooming practices. Because her office skills were lacking, she had a number of fruitless interviews, and in desperation rushed to another still improperly dressed and ill-prepared. First impressions do count....Ruth learned the hard way!
- FM 804 WORKING TOGETHER 12 min., color
Linda learns that cooperation is an integral part of working harmoniously in an office. Her job in a typing pool is complicated by absenteeism just when a rush proposal must be finished. Despite her initial reluctance, Linda accepts more responsibility and volunteers to work overtime. Through this experience she understands how teamwork makes a company successful.
- FM 805 GETTING A PROMOTION 14 min., color
Carol, Ruth & Linda relate how they earned promotions during their first year as office workers in diversified fields. The girls return to their high school as consultants during a career day program. Though each holds a different type of office job, they illustrate the key to advancement in any position....ability, the will to work hard, and an open mind toward new opportunities.
- FM 806 COMMUNICATING WITH THE PUBLIC 12 min., color
Telephone, written, and person-to-person communications all require tact. Related problems are explored in three touchy job situations. Projector stops are given at the end of each situation to enable students to discuss & offer solutions. Interviews with office personnel confirm that courtesy tact, and patience are the keys to effective communication.
- FM 807 TELEPHONE MANNERS 10 min., color
The film is brief and to the point communicating all the vital elements of telephone courtesy.
- FM 808 HANDLING COMPLAINTS 10 min., color
This is a fast moving series of dramatic presentations showing typical face-to-face encounters involving Clerks, Sales People, Managers, and others. It teaches basic principles that are essential for people in any organization which tries to help customers or members of the general public with their problems.....excellent.
- FM 809 HANDLING MONEY 10 min., color
- FM 810 HANDLING CREDIT CARDS 10 min., color
- FM 811 HANDLING CHECKS 10 min., color

- FM 812 BUSINESS-WHAT IT'S ALL ABOUT 15 min., color
By seeing the business operations of four different companies, we learn the basic functions of business, the problems to solve, the skill needed, and the importance of business in everyday life. A close look at these companies reveals that certain concepts are common to any business; product or services, research and development, production and manufacturing, marketing and distribution and profit.
- FM 813 IS A CAREER IN FINANCE, INSURANCE OR REAL ESTATE FOR YOU? 15 min., color
This film is custom-made for young people, vitalizing attention with a score featuring their own contemporary beat and with fast-paced production techniques they know from television. Also motivational, the film encourages young people to learn about all the career areas in the World of Work, to make a choice from among those that suit their temperament, aptitudes and preferences, and to prepare for it while still in school.

CAREERS: IN THE 70's SERIES Jr./Sr. High

Careers from Doubleday Multimedia is a new series of vocational films. It's contemporary. It doesn't try to sell them on an occupation in Health Services or Sales or Communications. But it does cover approximately 95% of the employment opportunities available, and they see and hear what it's all about. Not just the fun, some of the frustrations, too. The kids will want to discuss it and ask questions. Then you can do your job and answer.

- FM 814 CAREERS: MAKING A CHOICE 15 min., color
- FM 815 CAREERS: MECHANICAL 11 min., color
- FM 816 CAREERS: SALES 11 min., color
- FM 817 CAREERS: LEISURE INDUSTRIES 11 min., color
- FM 818 CAREERS: GOVERNMENT SERVICES 9 min., color
- FM 819 CAREERS: HEALTH SERVICES 11 min., color
- FM 820 CAREERS: GENERAL SERVICES 9 min., color
- FM 821 CAREERS: AGRI-BUSINESS 10 min., 30 sec., color
- FM 822 CAREERS: CLERICAL 9 min., 15 sec., color
- FM 823 CAREERS: EDUCATION 12 min., 10 sec., color
- FM 824 CAREERS: TECHNICIANS 12 min., 10 sec., color
- FM 825 CAREERS: CONSTRUCTION 9 min., 5 sec., color
- FM 826 CAREERS: COMMUNICATIONS 12 min., 37 sec., color

WORLD OF WORK SERIES JR./SR. HIGH LEVEL

This information filled series is aimed at the school dropout and the non-college bound graduate. Rather than showing specific jobs, their duties and qualifications, these films deal with the "World of Work" in general. They show students how to decide what they want to do, based on such factors as their own interests and skills. In addition they offer suggestions on how to get a job, how to avoid getting stuck in a menial-routine job, what to expect in an interview, and on-the-job training program.

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| FM 827 | JOB IN THE WORLD OF WORK:
A GOOD PLACE TO BE | 12 min., color |
| FM 828 | JOB FOR MEN: WHERE AM I GOING | 11 min., color |
| FM 829 | JOB FOR WOMEN: WHERE ARE YOU GOING VIRGINIA? | 11 min., color |
| FM 830 | JOB & CONTINUING EDUCATION:
ERNIE RODRIQUEZ HATES SCHOOL | 12 min., color |
| FM 831 | JOB AND INTERVIEWS: GETTING STARTED | 15 min., color |
| FM 832 | JOB AND THEIR ENVIRONMENT: ON THE JOB | 14 min., color |

THE FOLLOWING FILMS PROVIDE ESSENTIAL INFORMATION ABOUT CAREERS THAT DO NOT REQUIRE A 4 YEAR BACCALAUREATE DEGREE:

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|--------|--|----------------|
| FM 833 | CAREERS IN SALES: THE JOY OF SELLING | 26 min., color |
| FM 834 | COOKS, CHEFS, & RELATED OCCUPATIONS
An eye-opener....the best film on this subject yet developed. It shows the multitude of jobs and job duties that most people don't realize exist in this field. | 7 min., color |
| FM 835 | JOB IN COSMETOLOGY
It details the procedures and qualifications, as well as the training for successful career as a licensed beautician. | 10 min., color |
| FM 836 | JOB IN THE AUTOMOTIVE TRADES
Offers a fresh and dramatic insight into the many interesting & rewarding jobs in the automotive trades. It opens in high key, showing pit mechanics on the track making split-second adjustments on a racing car at the height of the Indianapolis 500, moves into a host of automotive job sites & jobs. | 10 min., color |
| FM 837 | JOB IN THE SHEET METAL TRADES
The film opens in the "Valley of the Green Giants" where sheet metal workers are assembling sections of helicopter fuselages, then on to the fabricating shops where sheet metal working tools & machines are being used by both men & women. | 10 min., color |
| FM 838 | CAREERS IN THE BUILDING TRADES
Easy-to-follow language and lively action demonstrate some of the tasks carried on in the various trades practiced by the largest group of skilled workers in the nation.....excellent film. | 26 min., color |
| FM 839 | JOB IN DRAFTING
A stimulating panorama of the career horizons open to beginning draftsman with ambition and the ability and interest to advance on the job. The film moves to actual construction sites and to angle shots of skyscrapers, tunnels, bridges, etc. | 8 min., color |

CAREER COUNSELING FILMS.....Jr./Sr. High

These are RIGHT-NOW films, designed to involve all kinds of young people. These exciting films inform and motivate! They encourage them to seek further information, to make an informed choice from among the careers they like and are suited for and to plan their education and training.

FM 840	IS A CAREER IN THE MOTEL-HOTEL BUSINESS FOR YOU?	16 min., color
FM 841	IS A CAREER IN MANAGEMENT FOR YOU?	16 min., color
FM 842	IS A CAREER IN MACHINING FOR YOU?	16 min., color
FM 843	IS A CAREER IN RADIO OR TV FOR YOU?	16 min., color
FM 844	IS A CAREER AS A TECHNICIAN FOR YOU?	16 min., color
FM 845	IS A CAREER IN THE PROFESSIONS FOR YOU?	16 min., color

SEE A JOB SERIES.....Jr./Sr. High

The realistic, straight-forward style of the films in this series makes them particularly useful with inner-city youths and with students who have poor reading and writing skills. Designed to expose the student to the excitement, challenge, and satisfaction of the world of work, each film is fast-paced, and shows people in actual situations. The emphasis is on the "MAN" in the job and the gratification and self-respect he gains through his ability to do his job well.

FM 846	THE AIRLINE STEWARDESS	12 min., color
FM 847	THE MECHANIC SUPERVISOR	11 min., color
FM 848	THE MACHINIST	9 min., color
FM 849	THE VISITING NURSE	10 min., color

OTHER FILM TITLES.....Jr./Sr. High

FM 900	WOMEN IN THE WORLD OF WORK This film concentrates entirely on young women successfully in normally male oriented occupational choices. We see and hear a wide variety of young women discuss their interests and their achievements.	20 min., color
FM 901	WOMEN IN CAREERS The film emphasizes the change in social values in our society today. The previous role of the woman as only housewife and mother has been considerably modified. Women are shown in actual work situations in four occupational settings: floral designer, assistant social worker for Operation Headstart, physical education department teacher at a state college and a city council woman.	15 min., color

OTHER FILM TITLES CONTINUED.....Jr./Sr. High

- FM 902 JOB INTERVIEW: MEN 18 min., color
- FM 903 JOB INTERVIEW: WOMEN 18 min., color
- Both films center around four different job interviews situations. Each situation was filmed on the spot of the actual interview. Film may be stopped after each interview for discussion purpose.
- FM 904 AMERICAN HOTEL & MOTEL ASSN. 18 min., color
- FM 905 MODERN INN KEEPER 18 min., color
- FM 906 OPPORTUNITY EVERYWHERE 11 min., color
It is primarily a message to today's teenagers to prepare themselves for a job in life. It is presented in song by a contemporary "mod" group, called HOPE. SUGGESTION: That the moderator preview the film, so that he can prepare himself to guide the discussion into constructive channels.
- FM 907 AFTER HIGH SCHOOL WHAT? 15 min., color
Recognizing that jobs are important in helping young people to gain work experience, skills and economic independence, this film outlines many of the follow-up training opportunities available to those graduating from grade 12. The simple unskilled jobs are becoming more scarce each year and the person with an educational background and training has a far better chance of securing rewarding employment with a lifetime of satisfaction.
- FM 908 YOU CAN BE DOCTOR 26 min., color
This film stimulates interest in medicine as a profession and points out that a wide variety of career opportunities, beyond general practice, exist in medicine.
- FM 909 JOB HUNT 15 min., color
- FM 910 JOBS & ADVANCEMENT ON THE MOVE 20 min., color
- FM 911 IT'S YOUR FUTURE 13 min., color
A film of inspiration, detailing the story of apprenticeship and how to get into it! The jobs are there---but it's up to you to qualify by having a good education!
- FM 912 THE AIR TRAFFIC CONTROLLER 9 min., color
The realistic, non-preachy style of the film makes it particularly useful with inner-city youths who may have difficulty in relating their school work to future job goals, or who may have difficulty perceiving work as anything other than an unrewarding, troublesome task. The film can be used to stimulate these students to make comparisons between themselves and the people in the film. The film is also especially useful with students who have poor reading and writing skills.
- FM 913 SO YOU WANT TO BE AN ELECTRONIC TECHNICIAN? 20 min., color

The Scott Education Career Awareness Program consists of 57 sound filmstrips grouped into eight units. Provided with each unit is this program "Overview" that identifies: 1) The philosophy, 2) the scope and sequence of the program and 3) the instructional objectives of each unit. An individual book of Planning and Resource Material for each unit is included which provides: 1) an overview of the content, 2) the narration for each filmstrip, 3) instructional objectives for the individual filmstrips and 4) specific teaching strategies. Suggest to be used with grades Int./Jr. Hi.

FS 050	Satisfying Basic Needs Unit I	<u>5 sound/filmstrips</u> Food, Clothing & Shelter Subsistence to Specialization From Barter to Money Kinds of Money Fulfilling Needs Today	
FS 051	Work and the Family Unit II	<u>8 sound/filmstrips</u> What is Work? Why People Work Success and Failure Growing from Child to Parent	The Family Tree Family Responsibility Other Family Roles Families Around the World
FS 052	The Community and How it Functions Unit III	<u>8 sound/filmstrips</u> What is A Community? Taxes at Work Local Government Workers Community Workers	A Community is like an Island State & Fed. Workers The World is A Community
FS 053	The Value of Things Unit IV	<u>4 sound/filmstrips</u> Functional and Cost Value The Value of Work What's It Worth? Other Values	
FS 054	Rich and Poor: Ways of Living Unit V	<u>8 sound/filmstrips</u> The Randall Family The Bowers Family The Atkins Family The Hewitt Family	The Ramos Family The Shaw Family The Goodman Family Economics of How We Live
FS 055	Ways of Working Unit VI	<u>12 sound/filmstrips</u> Skilled Workers Trained Workers Professionals I Trained Workers II Supervisors Small Business Owners	Executives House Managers Professionals II Sales People Creative Workers Performers
FS 056	What Do You Want To Be? Unit VII	<u>6 sound/filmstrips</u> What Is Your Job Now? Job Preferences I Choosing a Job	Is Every Worker a Hero? Job Preferences II Building a Career
FS 057	Living in the World of Work Unit VIII	<u>6 sound/filmstrips</u> Training for a Job Satisfaction on and off the Job Leisure & How to Use It	Changing Needs Stages of Life Balancing Work & Play

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 100	Workers of the Community	<u>6 sound/filmstrips</u> Restaurant Helpers Appliance Repairman Auto Service Local Newspaper/Printer Bus Driver Spermarket Manager	Pri./Int.	Eyegate
FS 101	Medical Workers in the Community	<u>6 sound/filmstrips</u> Dental Assistant Veterinarian Optometrist Pharmacist Doctor Nurse	Pri./Int.	Eyegate
FS 102	Public Service Workers	<u>6 sound/filmstrips</u> Fire Protection Post Office Police City Administration, etc.	Int./Jr. Hi.	Eyegate
FS 103	My Mother Works	<u>6 sound/filmstrips</u> At Home In an Office In a Business Office In a Store In a Profession At a Surprising Job	Pri./Int.	Eyegate
FS 104	Yesterday's Crafts Today	<u>6 sound/filmstrips</u> Cabinet Making Printing Leathercraft Silverware Pottery & Weaving	Int./Jr/ Hi.	Eyegate
FS 105	If you Had to Live Without	<u>6 sound/filmstrips</u> Electricity Gasoline Concrete Metal, Money Government	Int./Jr. Hi.	Eyegate
FS 106	How We Build Things	<u>6 sound/filmstrips</u> Roads, Bridges Skyscrapers Cities, Houses	Int./Jr.Hi.	Eyegate
FS 107	Field Trips Out of the Ordinary	<u>6 sound/filmstrips</u> Nuclear Plant Steel Mill, Oil Well Coal Mine, Lumber Mill Graphic Institute	Int./Jr.Hi.	Eyegate

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 108	Fantasy To Learn From	<u>6 sound/filmstrips</u> Devil Deeds Bean Who Learned Bee & The Beetle Cultural Invasion City of New York Thief Who Came to Grief	Pri./Int.	Eyegate
FS 109	Finding Your Job	<u>6 sound/filmstrips</u> The Job Interview Job Shopping Working for Someone Else Finding a Career Getting A Better Job What Can You Do?	Jr./Sr.Hi.	Eyegate
FS 110	Making Decisions	<u>4 sound/filmstrips</u> A Better Strategy Decisions Ways People Decide Decision Making in Action	Int./Jr. Hi.	Eyegate
FS 111	Focus on the Creative Arts	<u>4 sound/filmstrips</u> Camera Women Illustrator Recording Engineer A Writer	Jr.Hi.	Eyegate
FS 112	Focus on the Performing Arts	<u>4 sound/filmstrips</u> Singer Agent Actor Comedian	Jr. Hi.	Eyegate
FS 113	Focus on the Small Business Owners	<u>4 sound/filmstrips</u> Restaurant Motel Travel Agent Boutique Owner	Jr.Hi.	Eyegate
FS 114	Its Your Future	<u>4 sound/filmstrips</u> Whole Picture Knowing How in Training Look at the Future Know-How and Your Future	Jr.Hi.	Eyegate
FS 115	Are You Looking Ahead	<u>9 filmstrips/sound</u> Would You Like to Be Cashier? Do You Like Flowers? How About Being A Key Punch Operator? Want to Work in a Laundry? Do You Love Animals? Would You Like Hospital Work? Do You Like Sports? How About Being an Electronics Assembler? How About Office Work?	Jr.Hi.	Eyegate

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 116	World of Work Part I	8 sound/filmstrips Automobile Mechanic The Tool & Die Maker The Printer Sheet Metal Worker TV & Radio Repair Electrician Receptionist What is Your Future in the Changing World of Work	Jr. High	Eyegate
FS 116	World of Work Part II	6 sound/filmstrips Automotive Sales Rep. Cook Data Processing Clerk Sheet Metal Workers - Bldg. Trades Medical Assistant Real Estate Sales	Jr. High	Eyegate
FS 117	Studying For Success	11 sound/filmstrips How Do You Rate? Developing Good Classroom Attitudes Taking Better Notes Budgeting Your Time Studying At Home Improving Your Reading Reviewing for Examinations Taking Examinations How to Study a Foreign Language How to Study Mathematics How to Study Science	Jr. High	Eyegate
FS 118	The ABC's of Getting and Keeping A Job	8 sound/filmstrips The ABC's of Getting & Keeping A Job Preparing for the Job You Want Applying for the Job You Want On the Job Budgeting Your Money Labor Unions Health Rules Quizstrip	Jr. High	Eyegate
FS 119	Let the Buyer Beware	6 sound/filmstrips Everything is Not What it Appears to be Can You Believe Advertising? Johnny Has One! Measure Values & Bargains Use, Quality and Service Is it Safe!	Sr. High	Eyegate

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 120	Understanding Values	<u>6 sound/filmstrips</u> Who Cares/Staying Involved Right, Wrong or Maybe Lies, Half-Truths & Untold Truths Other's Values/Your Values Stealing Cheating & Chiseling	Jr./Sr. High	Eyegate
FS 121	Consumer Ed: Buying Right	<u>6 sound/filmstrips</u> Deciding to Buy How to Shop Traps to Stay Out Of Getting What You Really Want Recognizing Real Bargains How to Buy	Jr./Sr. High	Eyegate
FS 122	Introduction Machine/Metal Shop Safety	<u>1 sound/filmstrip</u> It is the intent of this program, to qualify the student for beginning participation in the course. The development of Safety Awareness is paralleled with the development of the skill is one of our objectives.	Jr./Sr. High	
FS 200	Targo Explores World of Work	<u>6 sound/filmstrips</u> Where's The Ice Cream? Who's Got the Roller Coaster? Pride of the Slippery Fish Targo, The Job Explorer Who's Cooking, Targo? Tale of a Nail	Primary	S.V.E.
FS 201	World of Work Adventures of the Lollipop Dragon	<u>6 sound/filmstrips</u> The Workers of Tumtum The Lollipop Factory Building A New Clubhouse Trading Jobs in Tumtum Making Dragon Cookies Changing World of Work in Tumtum	Primary	S.V.E.
FS 202	Job Opportunities	<u>6 sound/filmstrips</u> Achieving Success in the World of Jobs Requirements in World of Jobs Job Opportunities in a Hospital Job Opportunities in Supermarket Job Opportunities in Department Store Job Opportunities in Restaurant	Int./Jr.High	S.V.E.
FS 203	Exploring Careers Group I (Communication & Transportation)	<u>6 sound/filmstrips</u> Mechanics Telephone Installer Cabin Attendant(Airline Truck Driver (Long haul Newspaper Reporter Broadcast Technician	Int./Jr. High	S.V.E.

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 204	Exploring Careers Group II (PUBLIC SERVICE) & HEALTH)	<u>6 sound/filmstrips</u> The Fire Fighter The Police Officer The Postal Worker The Dental Assistant The Medical Laboratory Technician The Licensed Practical Nurse	Int.,/Jr. High	S.V.E.
FS 205	Exploring Careers Group III (Env. & Marine)	<u>6 sound/filmstrips</u> The Environmental Protection Tech. The CityPlanning Draftsman/Tech. The Nuclear Reactor Technician The Oceanographer The Marine Laboratory Tech. The Marine Electronic & Mecanical Tech.	Int.,/Jr. High	S.V.E.
FS 206	Exploring Careers Group IV (Consumer & Homemaking)	<u>6 sound/filmstrips</u> The Caseworker Aide The Interior Designer The Food Processsing Laboratory Tech. The Cook The Assistant Motel Manager The Patternmaker, Garment Ind.	Int.,/Jr. High	S.V.E.
FS 207	Exploring Careers Group V (Manufacturing & Constr.)	<u>6 sound/filmstrips</u> Tool & Die Maker Forge Shop Worker Assembly Line Worker Steelworker Structural Iron Worker Heavy Equipment Operator	Int.,/Jr. High	S.V.E.
FS 208	Exploring Careers Group VI (Hospitality & Recreation)	<u>6 sound/filmstrips</u> Zoo Keeper Sports Instructor Recreation Director Outfitter/Guide Travel Agent Scuba Diver	Int.,/Jr. High	S.V.E.
FS 209	Exploring Careers Group VIII (Agri-Bus. & Natural Res.)	<u>6 sound/filmstrips</u> Farm Equipment Mechanic Meatcutter Animal Technician Architect, Contractor & Landscaping Florist Tool Pusher, Petroleum Ind.	Int./Jr. High	S.V.E.
FS 210	Exploring Careers Group IX (Personal Services Fine Arts/Hum.)	<u>6 sound/filmstrips</u> Mortician Barber Cosmetologist Musician Commercial Artist Talent Agent	Int./Jr. High	S.V.E.

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 211	Something Special Work	<u>6 sound/filmstrips</u> Pennies, Nickles & Dimes We Wrote Their Readers What's Your Speciality? Money, One of Work's Rewards Math-Who Needs It The Joy of Giving	Primary/Int.	S.V.E.
FS 212	Job Survival Kit Part I	<u>7 sound/filmstrips</u> Introduction Education & Training From Which Point of View Self-Concept & Employment Communication You & Your Supervisor You & Your Co-Workers	Jr. High	S.V.E.
FS 213	Job Survival Kit Part II	<u>6 sound/filmstrips</u> Job Seeking Skills Personal Appearance Resume Application Interview Summarizing	Jr. High	S.V.E.
FS 214	Getting Your Money's Worth	<u>6 sound/filmstrips</u> Why You Need Consumer Know-How A Blue Print for Money Management Buying Wisely Making Credit Work for You Saving to Reach Your Goals Let the Buyer Beware	Pri./Int.	S.V.E.
FS 215	Economics for Primaries	<u>4 sound/filmstrips</u> The Doghouse Toy Store Breakfast The Garden	Pri./Int.	S.V.E.
FS 216	You & Mass Production	<u>4 sound/filmstrips</u> The Paper Boy One by One Clarence the Car Buttons, Buttons	Pri./Int.	S.V.E.
FS 217	Preparing to Live On Your Own	<u>4 sound/filmstrips</u> Choosing A Place to Live Legal Responsibilities New Way of Life Cooking & Housekeeping	Jr. High	S.V.E.
FS 218	Life Issue of Young Teens	<u>4 sound/filmstrips</u> Commitment to What Life is All About Making Decisions Success	Jr. High	S.V.E.

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 219	Getting To Know Me	<u>4 sound/filmstrips</u> People Are Like Rainbows A Boat named George Listen Jimmey Stick There! Your in!	Primary/Int.	S.V.E.
FS 220	Learning To Live With Others	<u>4 sound/filmstrips</u> To Be Your Best Self Learning About Listening What is Giving All About Responsible	Primary/Int.	S.V.E.
FS 221	Winnie The Witch and Other Friends	<u>2 sound/filmstrips</u> The Witch & The Friendless Creature The Frighters Ghost	Primary/Int.	S.V.E.
FS 256	Foundations For Occupational Planning	<u>5 sound/filmstrips</u> Who Are You What Is A Job? What Are Job Families? What Good is School? What Do You Like to Do?	Int./Jr. High	S.V.E.
FS 257	The Successful Student	<u>6 sound/filmstrips</u> Why Study? Preparing to Study Listening & Reading Skills What to Ask, How & Where to Find the Answers - Part II What to Ask, How & Where to Find the Answers - Part I How to Take a Test	Int./Jr. High	S.V.E.
FS 300	Your The Only One	<u>4 sound/filmstrips</u> Earth & the Universe Throughout the Wide World Your Country, City, Neighborhood The One & Only You	Primary/Int.	Learning Tree
FS 301	Your Family	<u>4 sound/filmstrips</u> From Childhood to Old Age What Family Members Do Other Ways of Meeting These Needs What Else Families Are	Primary/Int.	Learning Tree
FS 302	Careers That Help People I	<u>4 sound/filmstrips</u> The Police Firefighters Medical Technicians Other Community Services	Primary/Int.	Learning Tree
FS 303	Careers That Help People II	<u>4 sound/filmstrips</u> Banking Food Preparation Real Estate Others Who Meet Your Needs	Primary/Int.	Learning Tree

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTIONS</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 304	Can You Imagine	<u>4 sound/filmstrips</u> How Tall is a Mountain How Wide is Your Ocean How High is Your Sky How Deep is Your Sea	Primary/Int.	Learning Tree
FS 305	Understanding Your Feelings	<u>4 sound/filmstrips</u> What is An Emotion? Emotions and Their Many Faces Everyone's Felt Like That Living With Emotions	Primary/Int.	Learning Tree
FS 306	What is a Community?	<u>4 sound/filmstrips</u> Communities Are People People Make Laws People Help Each Other Communities Help Each Other	Primary/Int.	Learning Tree
FS 350	Education: Who Needs It? Set I	<u>4 sound/filmstrips</u> Health & Physical Ed. Science Reading Education: Who Needs It?	Int./Jr. High	Counselor
FS 351	Education: Who Needs It? Set II	<u>4 sound/filmstrips</u> Language Arts Social Studies Mathematics Art & Music	Int./Jr. High	Counselor
FS 400	Working With Animals	<u>6 sounds/filmstrips</u> Kennel Workers Pet Shop Zoo Helpers Cassene Control Officer etc.	Primary/Int.	Troll
FS 401	Where People Work	<u>4 sound/filmstrips</u> Factory Bank Office Worker What is a Store	Primary/Int.	Troll
FS 402	Classroom Journeys	<u>6 sound/filmstrips</u> To A Fire station Sewage Treatment Plant Trip to ... Airport Trip to Police Station Trip to an Electrical Power Plant Trip to a Court	Primary/Int.	Troll
FS 403	Our Government and How It Works	<u>4 sound/filmstrips</u> What is a President What is a Governor What is a Congressman What is a Mayor	Primary/Int.	Troll

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTIONS</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 404	Dollars & Sense	<u>6 sound/filmstrips</u> How Money Goes Round & Round Different Kinds of Money How Money is Made How We Borrow Money How Budgets Work How Taxes Work	Primary/Int.	Troll
FS 405	Community Helpers	<u>8 sound/filmstrips</u> Fire Dept. Post Office Teachers Newspaper, etc.	Primary/Int.	Troll
FS 406	America: People Products, Resources	<u>5 sound/filmstrips</u> Americans at Work Blast Furnace Harvest from the Sea Machines that made America Grow Oil Wealth from the Ground	Primary/Int./Jr. Hi.	Troll
FS 407	What Do People Do?	<u>12 sound/filmstrips</u> My Mother Runs a Machine My Father's an Electrician My Mother Works in an Office My Father's an Architect My Father's a Veterinarian My Father Works in an Office My Father's a Mechanic My Father's a Teacher My Father's a Salesman My Mother's a Homemaker My Mother's an Artist My Mother is in Advertising	Primary/Int.	Troll

CAREER EXPLORATION SERIES: Each program contains six filmstrips & cassette tapes, including one overview of the field in general & five related career opportunities. The purpose of each program is to let a student see and hear what it is actually like to work in each of five occupations within a given job cluster of his choice, and then to evaluate his own interest levels at significant response points in the script.

FS 431	Clerical Occupations	FS 432	Municipal Law Enforcement
FS 433	Repair & Maintenance	FS 435	Commercial Aviation
FS 436	Occupations in Ecology	FS 437	Data Processing
FS 439	Printing - Communications	FS 445	Building Trades
FS 446	Electronics	FS 447	Business Equipment Repair
FS 448	Trucking	FS 449	Sales
FS 450	Graphic Services		

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 425	The Jelly Bean Company (Performing Services)	<u>6 sound/filmstrips</u>	Int./Jr. High	B.F.A.
FS 456	The Jelly Bean Company (Making & Selling Goods)	<u>6 sound/filmstrips</u>	Int./Jr. High	B.F.A.
FS 500	Careers As A TV Producer	<u>1 sound/filmstrip</u>	Jr. High	Ed. Dim.
FS 501	Careers In Photography	<u>1 sound/filmstrip</u> Explains the opportunity open to young people interested in a career in Photography	Jr. High	Ed. Dim.
FS 502	Art Careers In Advertising	<u>1 sound/filmstrip</u> Presents these careers to the student that he or she may possibly never have considered.	Jr. High	Ed. Dim.
FS 503	Career In Film Making	<u>2 sound/filmstrip</u> A series of informal interviews with men who spend their lives creating film art, documentary, industrial, educational, industrial, educational and feature films.	Jr. High	Ed. Dim.
FS 504	Careers in Illustration	<u>1 sound/filmstrip</u> The student will learn how being an illustrator can be a lonely and even frustrating career.	Jr. High	Ed. Dim.
FS 505	Careers in the Graphic Arts	<u>2 sound/filmstrips</u> Top pros offer advice & answer questions about creative careers in graphic arts.	Jr. High	Ed. Dim.
FS 507	Careers in Fashion Design	<u>1 sound/filmstrip</u> Tells how students can prepare themselves to enter the field of fashion design & shows how a fashion designer works from initial sketches to the elegant showing.	Jr. High	Ed. Dim.
FS 506	Writing Careers in Advertising	<u>1 sound/filmstrip</u> How does an advertisement start? Where does it come from? Anywhere, and how it is developed.	Jr. High	Ed. Dim.

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 511	Careers in Fine Arts	<u>1 sound/filmstrip</u> Outlines the problems and opportunities for a young person seeking a career as a painter or a sculptor.	Jr. High	Ed. Dim.
FS 512	Art Careers in Advertising	<u>1 sound/filmstrip</u> this filmstrip takes the student into one of the largest advertising agencies in the world - Young & Rubicam. The Art Dir., explains how an ad is born, developed and finally emerges on the pages of a national magazine.	Jr. High	Ed. Dim.
FS 513	Careers in Television	<u>1 sound/filmstrip</u> Shows the making of a TV commercial from its inception to the production and illustrates how other careers have a place in television.	Jr. High	Ed. Dim.
FS 516	Writing Careers in Advertising	<u>1 sound/filmstrip(record)</u> Career as a Copywriter	Jr. High	Ed. Dim.
FS 517	Careers in Film Making	<u>2 filmstrip/record</u>	Jr. High	Ed. Dim.
FS 518	Careers in Interior Design	<u>2 sound/filmstrips</u> Designers give a demo. in creating, and the professional opportunities open in the field of interior design are explores.	Jr. High	Ed. Dim.
FS 519	Careers in Drafting	<u>3 sound/filmstrips (records & 1 tape)</u> This set gives viewers a clear & concise picture of the training involved to become a draftsman and the actual work-a-day life they can look forward to after they start their career. This filmstrip also covers the educational requirements needed to enter the different fields in this vast far reaching career.		
FS 520	Careers in Set Design	<u>2 sound/filmstrips</u> The designer's job is described from the script conferences through scenic construction to the excitement of opening night	Jr. High	Ed. Dim.
FS 521	Careers in the World of Computers	<u>3 sound/filmstrips(records)</u>	Jr. High	Ed. Dim.
FS 522	Your Attitude is Showing	<u>1 sound/filmstrip</u>	Jr. High	Ed. Dim.
FS 550	Adventures in the World of Work	<u>6 sound/filmstrips</u> Who Puts the Light in the Bulb? Who Puts the Print on the Page? Who Puts the Ice in the Cream? Who Puts the Blue in the Jeans? Who Puts the Room in the House? Who Puts the Grooves in the Record?	Int./Jr.High	Random House

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTIONS</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 600	People Who Work Beginning Concepts	<u>5 sound/filmstrips</u> Say AH!, a doctor Bake a Batch of Bread, baker Pick a Pattern Pick a Patch, quiltmaker Park Ranger Stitch & Stuff, toymaker	Primary/Int.	Scholastic
FS 620	Careers in Engineering	<u>2 sound/filmstrips</u> Five major engineering work areas are covered; civil, mechanical, electrical, chemical & industrial as well as engineering related.	Jr./Sr. High	Pathscope
FS 621	Careers in Construction	<u>2 sound/filmstrips</u> Interviews with workers in the four major areas of construction, residential building, general building, highway and heavy construction.	Jr./Sr. High	Pathscope
FS 622	Careers in Nursing	<u>2 sound/filmstrips</u> Interviews with people in nursing clarify exactly how a nurse functions within a health team, the variety of hospital duties-general, surgical, children's, obstetrical, etc.	Jr./Sr. High	Pathscope
FS 623	Careers in Education	<u>2 sound/filmstrips</u> Three phases of education today are discussed-the teacher, the administrator and para-professional.	Jr./Sr. High	Pathscope
FS 624	Careers in Law Enforcement	<u>2 sound/filmstrips</u> This program examines the challenges, dangers, functions, satisfactions and drawbacks of being a policeman or police-woman.	Jr./Sr. High	Pathscope
FS 625	Careers in Sales	<u>2 sound/filmstrips</u> Interviews with people from a retired sales manager to the owner of a neighborhood store discuss the desirable personality traits and the opportunities, challenges and rewards of a sales career.	Jr./Sr. High	Pathscope
FS 626	The Metric System	<u>2 sound/filmstrips</u> set #1, LENGTH, AREA, VOLUME set #2, CAPACITY, MASS, METRIC RELATIONSHIPS	Jr./Sr. High	Pathscope
FS 630	Career Clusters - Business, Marketing Distribution & Transportation	<u>3 sound/filmstrips</u>	Jr./Sr. High	Westinghouse
FS 631	Career Clusters - Communications, Fine Arts, Consumer Education	<u>3 sound/filmstrips</u>	Jr./Sr. High	Westinghouse
FS 632	Career Clusters- Health Services, Environment & Marine Science	<u>3 sound/filmstrips</u>	Jr./Sr. High	Westinghouse
FS 633	Career Clusters- Agri-Business, Manufacturing & Construction	<u>3 sound/filmstrips</u>	Jr./Sr. High	Westinghouse

Filmstrip Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 634	Career Clusters- Hospitality, Recreation, Personal Service, Public Service	<u>3 sound/filmstrips</u>	Jr./Sr. High	Westinghouse
FS 650	Our School Workers	<u>8 sound/filmstrips</u> The Principal The Special Teacher Our School Workers The Custodian & the Bus Driver The Librarian The Pupil The School Nurse The Teacher	Prim./Int.	McGraw-Hill
FS 660	Cabbages to Kings & Various Things	<u>5 sound/filmstrips</u> Specialty Retail Sales Overview Retail Dept. Heads Credit Counselors Retail Food Clerks Retail Sales Associates	Jr./Sr.High	Bowmar
FS 661	The Age of Elect- ronics	<u>5 sound/filmstrips</u> Technical Writers Electro Mechanical Assemblers Machinists Environmental Test Tech. Electronic Tech. Age of Electronics Overview	Jr./Sr.High	Bowmar
FS 662	The Money Tree- Banking	<u>5 sound/filmstrips</u> New Account Clerks Real Estate Appraisers Bank Tellers The Money Tree Investment Account Executives Decoder Operators	Jr./Sr. High	Bowmar
FS 663	Compassion for People -Health	<u>5 sound/filmstrips</u> Registered Professional Nurse Licensed Practical Nurse Compassion for People Inhalation Therapist Mental Health Aide Orthotist	Jr./Sr. High	Bowmar
FS 664	Jobs for the New Generation	<u>5 sound/filmstrips</u> Overview Equipment Rental Assistant Food Service Assistant Park & Recreation Assistant Real Estate Management Trainee Engineering Assistant	Jr./Sr. High	Bowmar

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 665	Man Has Wings	<u>5 sound/filmstrips</u> Overview Air Controllers Pilot Flight Instructor Air Frame Mechanics Passenger Service Agent	Jr./Sr. High	Bowmar
FS 700	Mothers Work	<u>6 filmstrips</u> Office At Home A Dental Assistant In a Drug Store In a Bank A Waitress	Pri./Int.	Learning Resources
FS 701	Fathers Work	<u>6 filmstrips</u> My Dad is A Moving Man My Dad is a Carpenter My Dad Works in A Shoe Store My Dad Works in A Factory My Dad Works in A Service Station My Dad Works in A Supermarket	Pri./Int.	I.F.C.
FS 750	Selecting A Vocation	<u>8 sound/filmstrips</u> Service Occupations Business Occupations Professional & Technical Occupations Sales Occupations Skilled & Semi-Skilled Occupations Evaluating Yourself Clerical Occupations Evaluating Jobs	Jr./Sr. High	Coronet
FS 751	Black Americans At Work	<u>6 sound/filmstrips</u> Office Worker Student Minister Storekeeper Butcher Hospital Administrator	Jr./Sr. High	Coronet
FS 752	Consumer At Large	<u>6 sound/filmstrips</u>	Jr./Sr. High	Coronet

Filmstrips Continued

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<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 753	Jobs in Data Processing	6 sound/filmstrips Control Clerk Keypunch Operator Computer Operator Programmer Customer Engineer Sales Representative	Jr./Sr. High	Coronet
FS 754	Jobs in Printing	8 sound/filmstrips Layout & Graphic Design Typesetter Lithographic Cameraman Photoengraver Offset Pressman Letterpress Operator Bookbinding Assistant Production Manager	Jr./Sr. High	Coronet
FS 755	Business Filing	6 sound/filmstrips Alphabetizing Rules Alphabetic Correspondence Other Filing Systems Charge & Transfer Methods Types of Equipment Data Processing & Microfilming	Jr./Sr. High	Coronet
FS 756	Business Organizations	6 sound/filmstrips Types of Ownership Management Production Marketing Accounting Services	Jr./Sr. High	Coronet
FS 757	Shop Safety	6 sound/filmstrips Drill Presses & Lathes Screwdrivers, Wrenches, Sheet Metal & Welding General Shop Hazards Grinders, Routers, Power Saws & Jointers Hand Saws, Chisels & Files Think Safety	Jr./Sr. High	Coronet
FS 758	Shop Measuring Instruments	6 sound/filmstrips Steel Rules & Related Instruments Calipers & Dividers Gage Blocks Micrometers Vernier Instruments Dial Indicators	Jr./Sr. High	Coronet
FS 780	The Engine Lathe	8 sound/filmstrips Parts & Functions Using Accessories Cutting Tools Facing Straight Turning Taper Turning Drilling, Boring & Parting External Threading	Jr./Sr. High	Coronet

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 850	Manufacturing Workers	12 filmstrips Time & Money Money We Learn About Fuels Automobile Workers We Learn How Things are Made Bricks, Blocks & Beams	Jr./Sr. High Factory Workers We Run A Bank We Run A Store Office Workers We Visit A Clothing Factory We Visit A Lumber Mill	Ed. Proj.
FS 851	Money	3 sound/filmstrips How Money is Used How People Make A Living How to Handle Money	Primary	E.P.
FS 860	Consumer's World It's Your Decision	6 sound/filmstrips Buying Food Buying Trouble Buying Home Furnishing Renting an Apartment Buying A Car Buying Clothing	Jr./Sr.High	Globe
FS 900	Livelihood Careers for Your Life-Style	16 sound/filmstrips	Jr. High	
FS 950	Career Values: What Really Matters To You	5 sound/filmstrips Chance Taking Environment Introduction Time Commitment	Int./Jr. High	G.A.
FS 951	Making The Most of Your Talents	3 sound/filmstrips Part One: Discovering Talent Part Two: Developing Talent Part Three: Striking a Balance	Int./Jr.High	G.A.
FS 952	People Who Create	4 sound/filmstrips People Who Create Art Puppeteer Musician Designer	Jr./Sr. High	G.A.
FS 953	People Who Make Things	4 sound/filmstrips People Who Make Things Aircraft Assembler Chef Model Builder	Jr./Sr. High	G.A.

Filmstrip Continued

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<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 954	People Who Help Others	<u>4 sound/filmstrips</u> People Who Help Others Community Organizer Day Care Worker Physical Therapist	Int./Jr. High	G.A.
FS 955	People Who Influence Others	<u>4 sound/filmstrips</u> People Who Influence Others Model Creative Director County Agent	Int./Jr. High	G.A.
FS 956	People Who Work in Science	<u>4 sound/filmstrips</u> People Who Work in Science Recording Engineer Ocean Life Scientist Laboratory Technician	Int./Jr. High	G.A.
FS 957	People Who Organize Facts	<u>4 sound/filmstrips</u> People Who Organize Facts (TV Sports Editor Automotive Researcher Bakery Forewoman People Who Organize Facts	Int./Jr. High	G.A.
FS 958	Making the most of Your Field Trip	<u>1 sound/filmstrip</u> Will help children to: Develop good listening habits, Observing becoming more aware of the world around them, and good interviewing skills.	Kdg./Int.	G.A.
FS 959	Off We Go to the Bike Factory	<u>1 sound/filmstrip</u> Help students to understand that products & services result from the work people do.	Kdg./Int.	G.A.
FS 960	Off We Go To The Orange Grove	<u>1 sound/filmstrip</u>	Kdg./Int.	G.A.
FS 961	Off We Go To The Poster Printer	<u>1 sound/filmstrip</u>	Kdg./Int.	G.A.
FS 962	Off We Go To The Auto Proving Grounds	<u>1 sound/filmstrip</u>	Kdg./Int.	G.A.
FS 963	Off We Go To The House Built in a Hurry	<u>1 sound/filmstrip</u>	Kdg./Int.	G.A.
FS 964	Off We Go To The Aquarium	<u>1 sound/filmstrip</u>	Kdg./Int.	G.A.
FS 965	Jobs for You: Home Ec.	<u>1 sound/filmstrip</u>	Jr./Sr.	G.A.
FS 966	Career Directions: High School as Tryout	<u>4 sound/filmstrips</u> Introduction Focus on People Focus on Data Focus on Things	Jr./Sr. High	G.A.

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 967	Trees for 2001	<u>1 sound/filmstrip</u> To gain a better understanding of how & why forests are managed.	Jr./Sr. High	G.A.
FS 968	Your First Week on the Job	<u>1 sound/filmstrip</u>	Jr./Sr. High	G.A.
FS 970	Choosing Your Career	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 771	Why Work At All	<u>1 sound/filmstrip</u>	Jr./Sr. High	G.A.
FS 972	Career Choice: A Life Long Process	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 973	The Changing Work Ethic	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 974	What You Should Know Before You Go to Work	<u>2 sound/filmstrips</u>	Jr./St. High	G.A.
FS 975	Job Attitudes: A Job That Goes Somewhere	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 976	Job Hunting-Where to Begin	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 977	Jobs and Gender	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 978	Women at Work	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 979	You & Your Job Interview	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 980	Liking Your Job & Your Life	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 981	Four Trainees	<u>4 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 982	Troubles at Work	<u>4 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 984	An Overview of Technical Education	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 985	People Who Work in Science	<u>4 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 986	People Who Organize Facts	<u>4 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 987	Preparing For the Jobs of the 70's	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 988	Dropping Out-The Road to Nowhere	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.

Filmstrips Continued

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
FS 989	Homes & Lifestyles: The Choice is Yours	<u>5 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 999	Jobs for You: Home Ec.	<u>1 sound/filmstrip</u>	Jr./Sr. High	G.A.
FS 1000	Careers in Fashion Industry	<u>8 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 1001	Fundamentals In Car- buretion, Auto Tech.	<u>Slides plus 1 sound filmstrip</u>	Jr./Sr. High	
FS 1002	Institute of Food Technology	<u>1 sound/filmstrip</u>	Jr./Sr. High	
FS 1003	Music - A Teaching Career	<u>2 sound/filmstrips</u>	Jr./Sr. High	
FS 1004	Career Values: What Really Matters to You?	<u>5 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 1006	The People Profession: Careers in Home Economics	<u>1 sound/filmstrip</u>	Jr./Sr. High	G.A.
FS 1007	Preparing for the World of Work	<u>2 sound/filmstrips</u>	Jr./Sr. High	G.A.
FS 1050	Careers in: Baseball, Hockey, Football, Banking Computers, Airline	<u>6 sound/filmstrips</u>	Jr./Sr. High	
FS 1051	Careers in: Medical Center, Police Dept., Printing, Dept. Store, Telephone & TV Station	<u>6 sound/filmstrips</u>	Jr./Sr. High	
FS 1052	Cast Metals II	<u>1 sound/filmstrip and tape</u>	Jr./Sr. High	Northeastern University
FS 1053	How A Film Is Made (filming of "A Change of Worlds", bicentennial)	<u>1 sound/filmstrip</u>	Jr./Sr. High	
FS 1054	Goofy Goes To Work	<u>6 sound/filmstrips</u> 1. Before The Search Begins 2. Making An Application 3. The Interview 4. Which Job's Best For You? 5. Making A Good Impression 6. Changing Jobs	Jr./Sr. High	Walt Disney

Modern Consumer Education - consists of 6 learning modules, self-instructional units, Record books (student), Tapes and 2 sound filmstrips and posters....Jr. Sr. High level. In addition, it is not necessary for the teacher to be a consumer education specialist in order to administer the course.

FS 1060	Module I	Food, Clothing & Shelter	Grolier Edu. Co.
FS 1061	Module II	Cars, Furniture & Appliances	
FS 1062	Module III	Protecting Family Health & Security	
FS 1063	Module IV	You and the Law	
FS 1064	Module V	Ways to Handle Money	
FS 1065	Module VI	Ways to Shop	
FS 1070	Business In Our Society	<u>2 sound/filmstrips</u> explains the American free enterprise system through a study of business profits, competition and pressures on business.	Jr./Sr. High Control Data Corp.

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
MM 100	Freddy The Fireman	1 sound/filmstrip Workers hat Posters Songs Teacher's Guide, Dup. masters	Primary	EBE
MM 101	Maxie The Taxi Driver	(same as above)	"	"
MM 102	Barney The Baker	(same as above)	"	"
MM 103	Larry The Letter Carrier	(same as above)	"	"
MM 104	Nellie The Nurse	(same as above)	"	"
MM 105	Rusty The Construction Worker	(same as above)	"	"
MM 106	Now You Know About People At Work	Books & cassettes	"	"
MM 107	The Most Important Person - Series (9) Hairy, Fumble & Bird	Introducing the series: Primary Songs on 33 1/3 rpm posters, teacher's guide etc. (3 puppets)	Primary	EBE
MM 108	Nutrition	4 sound/filmstrips 1 - tasting Party 2 - Foods Around Us 3 - What's for Breakfast? 4 - Have a Snack	"	"
MM 109	Senses	6 sound/filmstrips Seeing Hearing Tasting Smelling Touching	"	"
MM 110	Creative Expression	6 sound/filmstrips This Is Me Rhythm Around You Use Your Imagination Be Curious When You're Waking Up Without Saying A Word	"	"
MM 111	Body Movement	6 sound/filmstrips Watch Your Balance It Takes Muscles Follow The Leader How Big Is Big Joints Let You Bend Put Your Hands On Top of Your Head	"	"

MULTI-MEDIA KITS, CONT.

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<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
MM 112	Health & Your Body	6 sound/films Take Care of Your Teeth The Voice Box Where Does Food Go Tell Us How You Feel When You Get Hurt Visiting the Doctor	Primary	EBC
MM 113	Feelings	3 sound/films Feeling Good, Happy I used To Be Afraid Different Kinds of Love	"	"
MM 114	Attitudes	6 sound/films Oops, I Made a Mistake I'm Lonely Why Not Try? We Can Do It It's Not Much Fun Being Angry Nothing Ever Seems to Work Out for Me	"	"
MM 115	Getting Along With Others	7 sound/films Growing Up Doing Something Nice Thinking of Others What is a Friend What Do You Mean ? Living Things Are All Around Us Share It With Someone	"	"
MM 116	Identity	6 sound/films I'm the Only Me! Where Are You in Your Family? How Do You Look? What Do You Think You Want To Be? The Most Important Person Every Family is Special	"	"
.....				
MM 150	Free To Be You and Me	6 sound/filmstrips Teacher's guide games/duplicating masters	Primary	McGraw-Hill
MM 200	Tot Pac	5 sound/filmstrips Posters Records, etc.	Primary	Tapco
MM 250	Discovering Self in Work & Play	3 sound/filmstrips Chart Book Posters Discussion/stories	Primary	McKnight
MM 251	Exploring Interest in Work & Play	4 sound/filmstrips Chart Book Posters	Primary	McKnight

<u>Number</u>	<u>Title</u>	<u>Description</u>	<u>Grade Level</u>	<u>Company</u>
MM 252	Using knowledge in the World of Work	2 sound/filmstrips Discussion/stories Teacher's Guide Posters Chart Book	Pr1.	McKnight
MM 300	Deciding On Your Career	Filmstrips, Cassettes, book- lets, ditto masters, records	Jr. Hi.	Changing Times Educational Services
MM 301	Choosing The Kind of Job You Want	Filmstrips, cassettes, booklets, ditto masters, records	Jr. Hi.	Changing Times Educational Services
MM 302	Entering The Job Market	Same as above	Jr. Hi.	Changing Times Educational Services
MM 303	Staying With It and Getting Ahead	Same as above	Jr. Hi.	Changing Times Educational Services
MM 400	Discovery- A Career Education Program	8 sound/filmstrips 32 Career Log Books (Worktexts) (Non-consumable) 1 Teachers Guide	Int/Jr. Hi.	Scholastic
MM 450	Environment	Same as construction	Jr. Hi.	Changing Times Educational Services
MM 451	Transportation	Same as construction	Jr. Hi.	Choosing Your Careers
MM 452	Construction	Cassette, filmstrip, posters and activity pack	Jr. Hi.	Xerox Educational Publications
MM 453	Business & Office	Same as construction	Jr. Hi.	Xerox Educational Publication

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
MM 454	Fine Arts & Humanities	Cassette, filmstrip, Posters & activity pack	Jr. High	Xerox Ed.
MM 455	Health	" "	"	"
MM 456	Distribution	" "	"	"
MM 457	Communication	" "	"	"
MM 500	Consumer Advertising	S/filmstrip, books, teacher's guide	Jr. High	Proctor & Gamble
MM 550	People at Work series	set of 6 units, sound/ filmstrips, study books, teacher's guide	Int./Jr. High	King Features
MM 550.1	The Comic Book			
MM 550.2	The Newspaper			
MM 550.3	Toys and Dolls			
MM 550.4	The Bakery			
MM 550.5	The Filmstrip			
MM 550.6	Bubble Gum			

REAL PEOPLE AT WORK SERIES

Reading skills program, in each unit: 10 books, 10 cassettes,
10 worksheets, scope/sequence chart, teacher's guide.....Primary level

MM 600	Series A	Firefighter, Florist, Fisherman etc.
MM 601	Series B	Executive Housekeeper, Graphic Artist, etc.
MM 602	Series C	Furniture maker, oil driller, sheetmetal worker
MM 603	Series E	Plumber, Special Education Teacher, Furrier, etc.
MM 604	Series F	Hardrock Miner, Welder, Pro Basket Ball player, etc.
MM 605	Series G	Pest controller, Office worker, Judge, etc.
MM 606	Series I	Coal miner, Industrial nurse, Boot maker, etc.
MM 607	Series J	Contract Cleaner, Home Economist, etc.
MM 608	Series K	Helicopter pilot, Physical Therapist, etc...
MM 610	Sesame Street	Learning About Others
MM 611	Sesame Street	Learning About Yourself
MM 612	Sesame Street	Learning To Use Your Mind
MM 613	Sesame Street	Learning To Solve Problems

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
MM 650	Treasure Hunt	6 posters, 4 cassettes, 30 student books & 1 teacher's guide (this unit is designed to change the self-concept of students...to change his thinking from negative to positive.)	Int./Jr. High	Harpster AV
MM 700	Career Awareness	<u>5 sound/filmstrips</u> I Have A Body I Have A Brain The Work People Do I Can Do Things I Can Make Choices (dup. masters & teacher's guide)	Primary	Q.E.D.
MM 701	The Lollipop Dragon World of Work learning Module	S/filmstrips, games, mural, activity cards, mini prints	Prim./Int.	S.E.V.
MM 702	The Me I Can Be	<u>6 sound/filmstrips</u> Poster, activity cards, dup. Masters & crayons (this is a self-awareness & valuing kit)	Primary	SVE
MM 750	It's OK To Be Me	10 cassettes, a language arts program to help the child develop a personal set of values	Kdg./Int.	Listener
MM 751	We Stand Together	14 cassettes, social science dealing with peer, family & community groups	Kdg./Sr.Hi.	Listener
MM 800	Growing Story (Nutrition)	s/filmstrip, teacher's guide	Int./Jr. High	Kraft
MM 850	Law Enforcement	film, teachers's guide, student books (this film shows various occupations in the cluster of law enforcement & different ways of obtaining training for those occupations)	Jr./Sr.High	
MM 851	Mass Media	film, teacher's guide, student books, (The film illustrates various technologies and machines - telephone, newspaper, radio, TV, and motion pictures - that allows our society to share ideas.)	Jr./Sr.High	
MM 852	Computer Industry	film, teacher's guide, student books. (The film illustrates the type of work a computer company performs and explores the problem-solving possibilities of computers in education, pollution, and traffic control.	Jr./Sr.High	
MM 900	Home & Community Workers	7 sound/filmstrips with dup. masters	Pri./Jr. High	
MM 901	The Big City & the Farm	7 sound/filmstrips with dup. masters	Pri./Jr. High	
MM 950	What Do People Do All Day? "Richard Scarry's"	6 sound/filmstrips story book, dup.masters, teacher's guide	Pri./Int.	

BOOK BAGS/PAKS

<u>NUMBER</u>	<u>TITLE</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
BP 111	*I Want To Be A Sales Clerk	Primary	Children's Press
BP 112	*I Want To Be A Service Station Attendant	"	"
BP 113	*I Want To Be A Waitress	"	"
BP 114	*I Want To Be A Jeweler	"	"
BP 115	*I Want To Be A Computer Operator	"	"
BP 116	*I Want To Be A Bank Teller	"	"

* 4 books - 1 cassette recording of the story & teacher's guide

"ROCK AND POP STARS"

BP 100	Jackson Five	Int./Jr. High	Children's Press
BP 101	Beatles	"	"
BP 102	Roberta Flack	"	"
BP 103	Carly Simon	"	"
BP 104	Charley Pride	"	"
BP 105	Johnny Cash	"	"
BP 106	Stevie Wonder	"	"
BP 107	Aretha Franklin	"	"
BP 108	Bob Dylan	"	"
BP 109	John Denver	"	"
BP 110	Elvis Presley	"	"

each book pak contains 1 book 1 cassette recording of the story & teacher's guide

HOW TO HAVE FUN WITH

<u>Number</u>	<u>Title</u>	<u>Description</u>	<u>Grade Level</u>	<u>Company</u>
BK 100	Sewing Set	.. Macrame .. Sewing .. Weaving .. Needlepoint .. Making Rugs .. Knitting	Pri., & Int.	Children's Press
BK 101	Cooking Set	.. Making Lunch .. Cooking Breakfast .. Making Dinner .. Cookies & Cakes	Pri., & Int.	Children's Press
BK 102	Gardening Set	.. A Flower Garden .. A Vegetable Garden .. An Indoor Garden	Pri., & Int.	Children's Press
BK 103	Handicrafts	.. Holiday Decorations .. Pressing Flowers .. Easter Flowers .. Christmas Decorations .. Making Cards .. Birdhouses/Birdfeeders .. Decoupage .. Puppets .. Kites .. Mobiles .. Sailboats	Pri., & Int.	Children's Press
BK 104	Children's Dictionary of Occupations	.. Illustrated .. Clear concise text .. Over 300 jobs from "Accountant" to "Zoologist" .. User's Guide .. 10 copies	Pri., & Int.	Children's Press
BK 105	Having Fun	.. Illustrated outdoor .. Activities .. 2 copies	Pri.	Children's Press
BK 106	Friends	.. Fathers .. Boys .. Girls .. Brothers & Sisters .. Grandparents .. Mother	Pri.	Children's Press

Books, Cont.

HOW TO HAVE FUN WITH

<u>Number</u>	<u>Title</u>	<u>Description</u>	<u>Grade Level</u>	<u>Company</u>
BK 107	Feelings	.. Inside .. Anger .. Crying .. Guilt .. Pride .. Comfort	Pri.	Children's Press
BK 108	Animal Friends	.. Ants .. Parakeets .. Familiar Pets .. Wild Rabbits .. Duck	Pri.	Children's Press
BK 109	Inside Track	.. 1972 Olympic track stars illustrated	Int./Jr. Hi.	Children's Press
BK 110	Teaching Elementary Industrial Arts	.. Illustrated clear concise Text Activities for all disciplines 7 copies	Pri./Int./Jr. Hi.	Goodheart Willcox

YELLOW PAGES CAREER LIBRARY

Int./Jr. Hi. Murphy Wueran

Series of illustrated books answering such questions as:

Do you know where people work?
Do you know who they work with?
Do you know what you need to get there?

BK 111	Cook	Bk 119	Nurse
BK 112	Real Estate Agent	BK 120	Transport Driver
BK 113	Principal	BK 121	Auto Worker
BK 114	Public Safety Worker	BK 122	Architect
BK 115	Engineer		
BK 116	Carpenter		
BK 117	Journalist		
BK 118	Social Worker		

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
BK 123	Alike & Different Carrers for All	5 bks. in a set Unit I - Discovering Your Interests Unit II - Feelings & Actions Unit III - Being the Kind of Friend I'd Like to have Unit IV - Job Families Unit V - Money & How It's Used	Int./Jr. High	Benefic Press
BK 124	Personal Typing	How to Manuel	Jr. High	Southwestern
<u>Dimensions of Personality Series</u>				
BK 125	I'm Not Alone		5th grade	W.J. Limbacher
BK 126	What About Me	Teacher's guide & activity sheet	3rd Grade	W. J. Limbacher
BK 127	I Can Do It		Primary	
BK 128	Here I Am		Primary & Int.	
BK 129	Now I'm Ready	Teacher's guide & activity sheet	Primary	
BK 130	Becoming Myself	Spirit masters	Intermediate	
BK 131	Websters New World Dictionary			
BK 132	Roget's College Thesaurus			
BK 133	Economics			
BK 134.1	Deciding - Leaders Guide			
BK 134.2	Becoming a Leader			
BK 134.3	Decisions			
BK 150	Payckeck			

GAMES

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
GM 100	Literary		Jr./Sr. High	SRA
GM 101	Computational		Jr./Sr. High	SRA
GM 102	Scientific		Jr./Sr. High	SRA
GM 103	Persuasive		Jr./Sr. High	SRA
GM 104	Clerical		Jr./Sr. High	SRA
GM 105	Mechanical		Jr./Sr. High	SRA
GM 106	Artistic		Jr./Sr. High	SRA
GM 107	Musical		Jr./Sr. High	SRA
GM 150	Career Flashcards		Pri./Int.	CFI
GM 200	Career Insights & Self Awareness		Jr./Sr. High	Houghton/
GM 201	Mini-Society	A game in decision-making	Kdg.-8th	Mifflin
<u>CAREER KITS</u>				
CK 101	Transportation	30 copies illustrated booklets-teachers guide, wall chart	Jr. High	Choosing Your Careers
CK 102	Business & Office	(same as above)	Jr.High	Choosing Your Careers
CK 103	Construction	(same as above)	Jr. High	Choosing Your Careers
CK 104	Environmental Control	(same as above)	Jr. High	Choosing Your Careers
CK 105	Health Work	(same as above)	Jr. High	Choosing Your Careers
CK 106	Communications & Media	(same as above)	Jr. High	Choosing Your Careers
CK 110	Health Careers	45 activities for exploring careers. These activities introduce students to the essential sources & techniques of job-hunting and understanding. These activities also deal with special problems in various areas, and opportunities for women and minorities in health and ethical problems arising in the field.	Jr./Sr. High	D. Newton

<u>Number</u>	<u>Title</u>	<u>Description</u>	<u>Grade Level</u>	<u>Company</u>
CK 151	Jobs: An Updated Look Into The Future	Inquiry-oriented Mini Unit , over-head transparency 40 student pamphlets (nonconsumable) Teacher's Guide	Jr. Hi.	Changing Times
CK 152	How Much Do Fringes Boost Your Pay?	Inquiry-oriented Mini Unit, over-head transparency 40 student pamphlets (consumable) Teacher's Guide	Jr. Hi.	Changing Times
CK 153	Hire An Employment Agency To Find You A Job??	Inquiry -oriented Mini Unit, over - head transparency 40 student pamphlets (nonconsumable) Teacher's Guide	Jr. Hi.	Changing Times
CK 154	Jobs Where Your Boss Is You!	Inquiry- oriented Mini Unit, over-head transparency 40 student pamphlets (nonconsumable) Teacher's Guide	Jr. Hi.	Changing Times
CK 155	How On Earth Do Working Wives Manage???	Inquiry-oriented Mini Unit, over-head transparency 40 student pamphlets (nonconsumable) Teacher's Guide	Jr. Hi.	Changing Times
CK 201	Dimensions of Personality <u>LET'S BEGIN</u>	Story cards designed to help primary students to adjust to groups of people working and playing together. Sequential and self-concept oriented. Teacher's manual Some of the topics covered include: Friends- Shy-Afraid- Angry-New-Big-Together	Primary	Pflaum/Standard

Career Kits, Cont.

<u>Number</u>	<u>Title</u>	<u>Description</u>	<u>Grade Level</u>	<u>Company</u>
CK 202	Dimensions of Personality <u>SEARCH FOR</u> <u>MEANING</u>	Deals with interpersonal relationships/Self- concept. Twelve themes covered in thirty-five lessons including: People power-Rules/Re- gulations - Pressures- family/friends - Boy/ Girl relationships, etc. Teacher's Manual Ditto Masters Posters	Jr.Hi.	Pflaum/ Standard
CK 203	Dimensions of Personality <u>SEARCH FOR</u> <u>VALUES</u>	Activities/Strategies for increasing self awareness - understanding one's and other's values- interpersonal relationships- decision-making- "as in much of life - we get out of it what we put into it" 77 ditto masters Teacher's manual Posters	Jr. Hi Adult	Pflaum/ Standard
CK 250	Careers: A Supplemental Reading Program Level A	64 story folders, covering 32 careers; Teacher's Guide, filmstrips. This program designed to reinforce reading and language art skills	Int./Jr. Hi.	Harcourt Brace Jovanovich
CK 251	Careers: A Supplemental Reading Program Level B	(Same as above)	Int./Jr. Hi.	Harcourt Brace Jovanovich
CK 252	Careers: A Supplemental Reading Program Level C	(Same as above)	Int./Jr. Hi.	Harcourt Brace Jovanovich
CK 400	Career Awareness Program "Popeye Series"	Concise, understandable, practical information on the 15 key career clusters, all cleverly disguised as comic books.		King Features
CK 450	Mostley Me	Activity Book/Dup. masters (Activities for Developing self-concept).....EXCELLENT	Primary	Good Apple

CAREER PICTURES & POSTERS

(10 pictures, explanations, and activities of jobs/workers in each cluster)

CP 101 Manufacturing	CP 102 Fine Arts & Humanities
CP 103 Transportation	CP 104 Agri-Business
CP 105 Health	CP 106 Marine Science
CP 107 Hospitality & Recreation	CP 108 Public Service
CP 109 Environmental Control	CP 110 Construction
CP 111 Personal Service	CP 112 Marketing & Distribution
CP 113 Business & Office	CP 114 The Hospital
CP 115 Consumer & Homemaking	CP 116 Communication

<u>NUMBER</u>	<u>TITLE</u>	<u>DESCRIPTION</u>	<u>GRADE LEVEL</u>	<u>COMPANY</u>
CP 153	When You Grow Up	<u>15 cluster Area Posters</u> Suggest activities in subject areas Possible Unit Design Additional resources	Pri./Int.	Mini-Prod.Inc.
CP 200	Learning About Careers	<u>20 pictures & 40 page</u> Resource Manual, deals with the 15 cluster areas	Pri./Int.	Cook Pub.
CP 201	Learning About Human Relationship	<u>16 pictures, 32 page</u> Resource Guide, deals with family, friends, teachers and other people a child relates to.	Pri./Int.	Instructo
CP 251	People At Work	<u>24 Multi-Ethnic, Non-sexist</u> pictures, teaching guide	Pri./Jr. High	Instructo
CP 252	Home & Family	<u>24 Multi-Ethnic, Non-sexist</u> pictures, teaching guide	Pri./Jr. High	Instructo
CP 253	Understanding Your Feelings	<u>28 Multi-Ethnic Pictures</u> to develop understanding of self & others	Pri./Jr. High	Instructo
CP 300	Self Concept Posters	<u>26 Multi-Ethnic posters</u> 3 different titles in a set Somebody Special, You, A Good Name Is, Youth for Citizenship	Int./Jr. High	Kennedy Cart.
CP 301	Work Oriented Posters	<u>28 Multi-Ethnic posters</u> 3 different titles in a set Drop-Out Blues If You Want the Job Get It All Together	Int./Jr. High	Kennedy Cartoons
CP 302	FOOD CAREERS	18 posters and descriptions	Int./Jr. High	
CP 303	Urban Living	20 illustration cards		

Cassette

<u>Number</u>	<u>Title</u>	<u>Description</u>	<u>Grade Level</u>	<u>Company</u>
CT 101	Visiting A.. Getting To Know	13 cassette tapes, Television station, Farm, Steel mill, the Governor, etc.	Pri.,/Int.	Troll Associates
CT 102	Let's Imagine Going Places	10 cassette tapes, The Police Station, The Bakery, hospital, post office, The School, etc.	Pri.,/Int.	Troll Associates
CT 103	All Aboard!! Let's Go!!	10 cassette tapes, Space Center, a museum, dairy, computer center, airport, etc.	Pri.,/Int.	Troll Associates
CT 104	Science: Doorway to Discovery	6 cassette tapes, What is: anthropology, biology, chemistry, geology, physics, archaeology	Int./Jr. Hi.	Troll Associates
CT 105	From Talking Machines to Thinking Machines	4 cassette tapes, Television and How It Works, Tele- phones and How They Work, Radar and What It Does, Computers and What They Do	Int./Jr. Hi.	Troll Associates
CT 150	Careers In The Construct- ion Industry	3 cassette tapes, dealing with 12 related areas	Int./Jr. Hi.	Eyegate
CT 151	Careers In Horticulture	2 cassette tapes, dealing with four related areas	Int./Jr. Hi.	Eyegate
CT 152	Public Service Careers	4 cassette tapes, dealing with 8 related areas	Int./Jr. Hi.	Eyegate
CT 153	Careers in Communication	4 cassette tapes, dealing with 8 related areas	Int./Jr. Hi.	Eyegate

Cassette tapes cont.

<u>NUMBER</u>	<u>TITLE</u>	<u>NUMBER OF TAPES</u>	<u>GRADE LEVEL</u>
CT 200	Interview tapes: Vocational Guidance	42	Jr./Sr. High
CT 250	Getting A Job Series: World of Work Lesson	9	Jr./Sr. High
CT 300	Human Relations Discussion tapes	14	Jr./Sr. High
CT 350	Exploring The World of Work	16	Jr./Sr. High
CT 375	Career tapes: Unit I Exploring the World of Work	6	Jr./Sr. High
CT 376	Career tapes: Unit II Exploring the World of Work	6	Jr./Sr. High
CT 377	Career tapes: Unit III Exploring the World of Work	6	Jr./Sr. High
CT 378	What's It Like? It's All About Jobs Album # 1	12	Jr./Sr. High
CT 379	What's It Like? It's All About Jobs Album #2	12	Jr./Sr. High
CT 380	Career tapes: The Expanding World of Technical Careers	6	Jr./Sr. High
CT 381	Career tapes: Unit I Entering The Job Market Without Specialized Training	6	Jr./Sr. High
CT 382	Career tapes: Unit II Entering The Job Market Without Specialized Training	6	Jr./Sr. High

FILMLOOPS

<u>NUMBER</u>	<u>TITLE</u>	<u>NUMBER OF ITEMS</u>	<u>GRADE LEVEL</u>
FL 200	Job Opportunity Series (for non-college bound)	38	Jr./Sr. High

SLIDES

SL 300	Photography Is	80	Jr./Sr. High
SL 301	Worlds Within Worlds	78	Jr./Sr. High
SL 302	Ideas Won't Keep	80	Jr./Sr. High
SL 303	Careers In A Dept. Store	28	Jr./Sr. High
SL 304	Careers In Fashion	34	Jr./Sr. High
SL 305	Careers in Food Merchandising	32	Jr./Sr. High
SL 306	Careers In Distribution	39	Jr./Sr. High
SL 307	Mens Wear Retailing	39	Jr./Sr. High
SL 308	Part II Successful Cooperative Education (the interview & how to pass and interview)		Sr. High
SL 309	Part III Successful Cooperative Education (Budgeting & Deductions)		Sr. High

Teacher's Reference Shelf

Occupational Outlook Handbook
 Encyclopedia of Careers & Vocational Guidance
 Dictionary of Occupational Titles
 Selected Characteristics of Occupations
 Concise Handbook of Occupations
 Handbook of Job Facts
 Eleven Career Education Programs
 Career Development Resources
 Career Orientation Resources Notebook
 Career Information Unit - Distributive Education student handbook
 Career Education Program Vol. II, grades 7-9
 Introduction to Manufacturing Careers
 Introduction to Business & Office Careers
 K-12 Guide for Integrating Career Development into local curriculum
 Teaching Children about Technology
 No Prize for Second Place - D.R. Ginzerich
 Occupational Literature 1971 Edition - Gertude Forrester
 Every Kid A Winner: Accountability in Education - Lessinger
 Your Career If Your'e Not Going to College - Splauer
 Your Future As A Home Economist - Paris
 Your Future in Optometry - Gregg
 Teacher's Guide: Careers in Visual Art
 " " Working With Trees
 " " People Who Work With Animals
 " " Exploring The World of Work
 " " Making Toys Through Teamwork
 " " Physical Education for Tomorrow
 " " Career Exploration in the Life Sciences
 " " Myself & Others At Home & School
 The Humanities: Self Expression & Conduct
 SRA: Our Working World - Neighbors at Work
 SRA: " " Cities At Work
 SRA: " " Families At Work
 SRA Guidance: A wide range of assorted booklets
 Exploring Data Processing Careers
 Introduction to Health Care Careers
 Consumers Decision Making - Guide to Better Living
 The World of Communications - Visual Media
 Association of Physician Assorted Programs
 Yellow Pages of Learning Resources
 A Career In The Modern Office #3 - Making The Most of Your Skills
 A Career In The Modern Office #4 - Getting The Right Job
 Can I Be An Office Worker?
 Can I Get The Job?
 Exploring Careers in Child Care
 Career Education Clusters: Westinghouse
 Teacher Aides in Comprehensive Career Education
 Staff Awareness - Vocational Education
 Staff Development Program: The Implementation of Career Education, Teacher's guide
 Journal Herald Newspaper in the Classroom
 Career Education Survival Manual (guidebook for career Ed. & friends)
 Career Education: Steps to Implementation (Script for 20 min. slide/tape show
 Career Education: What It Is and How To Do It (2 sound/filmstrips

Richard Turner Career Guidance Series
Other Families Other Friends....field trips
Staff Development Program for Promoting more effective use of Community Resources
Preparing Third Graders for something beyond fourth grade
Career Education Catalog....annotated listings of selected, diverse, & innovative programs
Fifteen Occupational Cluster Booklets
Key to Free Materials
Student's Personal Adjustment to Work Volume II, University of Texas
Ohio State Plan for the Adm. of Vocational Education...revised 1974
The Newspaper Everything Book

CAREER DEVELOPMENT PROGRAM
Resource Material Request Form

Send request to: CAREER RESOURCE CENTER - Cleveland Elementary School

From : School _____ Teacher _____ Chairperson _____

Please refer to Career Resource Material List and the Guidelines on the reverse side of this form. ALL MATERIAL MUST BE RETURNED ON TIME.

Category	Code Number	Title	Date(s) Requested

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(Office use only)

Material(s) not available on requested date
Nearest available date _____

CD100 Please re-submit immediately if this date is acceptable.

OCCUPATIONS BY TITLE

The following is a list of all of the occupations found in the GIS grouped alphabetically by title. For each occupation you will find a GIS code number and a DOT (Dictionary of Occupational Titles) number. When working with the OCCU File, you may use either the "P" or "I" instruction followed by an occupation's code number to get detailed information about that occupation. (See "General Instructions" section of this manual for further explanation).

COMPUTERIZED CAREER INFORMATION

GUIDANCE INFORMATION SERVICE

G.I.S.

The Career Exploration Program has provided for teachers, students and counselors at project schools the availability of the G.I.S. and O.C.I.S services.

These services contain over 1200 occupations that a hard copy print-out about the occupation may be obtained. Also, there is available information about two and four year colleges. Please use Form CD 317 on the last page of this section to place your order through the CEP Chairperson or Aide.

	DOT #	TITLE
0190		
1320	911.884	ABLE SEAFARER
1	090.118	ACADEMIC DEAN
2	132.048	ACCOMPANIST, AMUS. & REC.
3	730.281	ACCORDION MAKER
4	164.168	ACCOUNT EXECUTIVE
5	160.188	ACCOUNTANT
7	151.048	ACROBATIC DANCER
8	150.048	ACTOR/ACTRESS
10	020.188	ACTUARY, LIFE
11	209.588	ADDRESSER, CLERICAL
12	237.368	ADMITTING OFFICER, MED. SERV.
13	164.068	ADVERTISING ASSISTANT
15	164.118	ADVERTISING DIRECTOR, PRINT & PUB.
16	141.081	ADVERTISING ILLUSTRATOR
17	141.081	ADVERTISING LAY-OUT PLANNER
19	002.081	AERONAUTICAL ENGINEER
20	002.281	AERONAUTICAL ENGINEERING TECHNICIAN
21	050.088	AGRICULTURAL ECONOMIST
22	013.081	AGRICULTURAL ENGINEER
23	013.181	AGRICULTURAL ENGINEERING TECHNICIAN
25	040.081	AGRONOMIST
26	007.081	AIR CONDITIONING ENGINEER
28	637.281	AIR CONDITIONING MECH., DOMESTIC
31	193.168	AIR TRAFFIC CONT. SPECIALIST, TOWER
29	859.887	AIR-HAMMER OPERATOR
32	621.281	AIRCRAFT & ENGINE MECHANIC
34	002.081	AIRCRAFT DESIGNER, MFG.
37	801.381	AIRCRAFT MECH., HEAT & VENTILATION
38	862.381	AIRCRAFT MECH., PLUMB & HYDRAULICS
39	845.781	AIRCRAFT PAINTER
40	193.168	AIRLINE RADIO OPERATOR, CHIEF
45	352.878	AIRPLANE FLIGHT ATTENDANT
41	621.281	AIRPLANE INSPECTOR, AIR TRANS.
43	196.283	AIRPLANE PILOT, COMMERCIAL
1305	912.384	AIRPORT ATTENDANT
46	005.081	AIRPORT ENGINEER
47	823.281	ALARM MAINTAINER
48	720.884	ALINER, RADIO CHASSIS
49	785.281	ALTERATION TAILOR
50	355.878	AMBULANCE ATTENDANT
51	913.883	AMBULANCE DRIVER
52	041.081	ANATOMIST
53	070.108	ANESTHESIOLOGIST
54	419.884	ANIMAL CARETAKER, AGRIC.
1301	356.874	ANIMAL KEEPER
55	040.081	ANIMAL SCIENTIST
59	159.168	ANNOUNCER SUPERVISOR
58	159.148	ANNOUNCER, RADIO
60	159.148	ANNOUNCER, T.V.
61	726.884	ANTENNA ASSEMBLER
62	055.088	ANTHROPOLOGIST
63	723.884	APPLIANCE REPAIRER, ELEC. EQUIP.
64	816.884	ARC CUTTER
65	810.884	ARC WELDER
1296	052.381	ARCHAEOLOGICAL ASSISTANT
66	055.088	ARCHEOLOGIST
67	001.081	ARCHITECT
68	001.081	ARCHITECT, MARINE
69	001.281	ARCHITECTURAL DRAFTER
1039	149.281	ARCHITECTURAL MODELER
70	152.088	ARRANGER, MUSIC
71	141.081	ART LAY-OUT PLANNER
72	467.384	ARTIFICIAL BREEDING TECHNICIAN
73	713.281	ARTIFICIAL PLASTIC EYE MAKER
74	863.884	ASBESTOS WORKER

QIB#	DOT #	TITLE
75	864.781	ASPHALT TILE FLOOR LAYER
76	621.381	ASSEMBLER, AIRCRAFT POWER PLANT
77	806.381	ASSEMBLER, AIRCRAFT STRUCTURES
78	806.887	ASSEMBLER, AUTOMOBILE
79	827.884	ASSEMBLER, ELECTRICAL
80	801.884	ASSEMBLER, METAL BUILDING, CONST.
81	722.381	ASSEMBLER, TEL. & TEL.
82	624.781	ASSEMBLY REPAIRER, AGRIC. EQUIP.
83	021.088	ASTROMETRIST
84	021.088	ASTRONOMER
85	021.088	ASTROPHYSICIST
1299	153.348	ATHLETE
86	810.884	ATOMIC WELDER
570	294.258	AUCTIONEER
87	726.884	AUDIMETER INSTALLER & SERVICER
88	957.282	AUDIO OPERATOR, RADIO & TV
91	729.281	AUDIO-VIDEO REPAIRER
89	079.108	AUDIOLOGIST
90	078.368	AUDIONETRIST
92	210.388	AUDIT CLERK
93	160.168	AUDITOR, CITY OR COUNTY
273	210.388	AUDITOR, INSURANCE
95	638.281	AUTOMATED EQUIP. ENGINEER TECH.
94	829.281	AUTOMATIC-DOOR MECHANIC
741	620.281	AUTOMOBILE MAINTENANCE MECHANIC
97	620.281	AUTOMOBILE MECHANIC
98	845.781	AUTOMOBILE PAINTER
96	845.884	AUTOMOBILE PAINTER HELPER
103	915.878	AUTOMOBILE SELF-SER. STA. ATTENDANT
104	620.381	AUTOMOBILE SERVICE MECHANIC I
105	915.867	AUTOMOBILE SERVICE STATION ATTEND.
107	780.381	AUTOMOBILE UPHOLSTERER, AUTO. SER.
96	807.381	AUTOMOBILE-BODY REPAIRER
101	620.281	AUTOMOBILE-REPAIR-SERVICE ESTIMATOR
108	007.081	AUTOMOTIVE ENGINEER
109	620.281	AUTOMOTIVE-MAINTENANCE EQUIP. SERVICER
110	910.138	BAGGAGE & MAIL AGENT, R.R. TRANS.
111	324.138	BAGGAGE PORTER, HEAD, HOTEL & REST.
112	526.781	BAKER, BAKE, PROD.
113	526.381	BAKER, GRAIN & FEED MILL
114	313.138	BAKER, HEAD, HOTEL & REST.
115	526.130	BAKERY SUPERVISOR
116	292.358	BAKERY WAGON DRIVER
118	151.028	BALLET MASTER/MISTRESS
119	330.371	BARBER
120	373.168	BATTALION CHIEF, FIRE FIGHTING
1005	419.181	BEEKEEPER
123	324.138	BELL CAPTAIN, HOTEL & REST.
124	324.878	BELLHOP
125	639.884	BICYCLE REPAIRER
126	210.388	BILLING CONTROL CLERK, LT, HT, PR
127	841.884	BILLPOSTER, BUS. SER.
128	041.081	BIOCHEMIST
129	078.281	BIOCHEMISTRY TECHNOLOGIST
130	052.088	BIOGRAPHER
131	049.384	BIOLOGICAL AID
132	143.382	BIOLOGICAL PHOTOGRAPHER
133	041.081	BIOLOGIST
135	840.884	BITUMINOUS ENAMELER
136	610.381	BLACKSMITH
137	859.887	BLASTER HELPER
138	078.381	BLOOD BANK TECHNICIAN
140	860.381	BOATBUILDER, WOOD
141	807.381	BODY REPAIRER, BUS
142	950.782	BOILER OPERATOR II
144	805.381	BOILERHOUSE MECHANIC
145	805.281	BOILERMAKER
146	805.131	BOILERMAKER SUPERVISOR
147	141.081	BOOK ILLUSTRATOR
148	977.884	BOOK REPAIRER
149	653.885	BOOK SEWING MACHINE OPERATOR

GISE	DOT #	TITLE
151	977.781	BOOKBINDER, HAND, PRINT & PUB.
150	977.884	BOOKBINDER, PRINT & PUB.
152	222.368	BOOKING CLERK, WATER TRANS.
1307	215.388	BOOKKEEPING-MACHINE OPERATOR
153	366.878	BOOTBLACK
154	753.381	BOOTHMAKER
155	041.081	BOTANIST
156	207.582	BRaille Duplicating Mach. Operator
157	208.588	BRaille Machine Operator, PRINT & PUB.
158	910.364	BRAKER, PASSENGER TRAIN
162	861.131	BRICKLAYER, SUPERVISOR
159	861.381	BRICKLAYER, BRICK & TILE
160	861.381	BRICKLAYER, CONST.
161	861.381	BRICKLAYER, FIREBRICK
167	162.158	BROKER'S FLOOR REPRESENTATIVE
165	162.158	BROKER, RET., WHOLE. TR.
166	251.258	BROKER, SECURITIES
168	700.281	BROOCH MAKER, JEWELRY
1035	891.884	BUILDING CLEANER/SANDBLASTER
799	168.168	BUILDING INSPECTOR
169	850.883	BULLDOZER OPERATOR
170	160.188	BURSAR, EDUCATION
171	913.168	BUS DISPATCHER, INTERSTATE
172	913.463	BUS DRIVER, COACH OPERATOR
173	913.363	BUS DRIVER, DAY-HAUL OR FARM CHARTER
174	913.463	BUS DRIVER, SCHOOL
175	352.878	BUS HOSTESS, MOTOR TRANS.
916	020.188	BUSINESS PROGRAMMER
176	309.138	BUTLER
177	162.158	BUYER, RET., WHOLE. TR.
179	720.884	CABINET MOUNTER, ELECTRONICS
178	660.280	CABINETMAKER, WOODWORKING
180	930.280	CABLE DRILLER, PETROL.
181	829.884	CABLE PULLER, CONST. TEL. & TEL.
182	829.381	CABLE SPLICER
183	829.887	CABLE SPLICER HELPER
184	341.878	CADDIE
185	701.884	CALIBRATOR, CUTTING TOOLS
186	710.884	CALIBRATOR, INSTRUMENTS
187	143.062	CAMERA OPERATOR
501	143.062	CAMERA OPERATOR, FIRST
1062	143.062	CAMERA OPERATOR, SECOND
188	195.168	CAMP DIRECTOR
189	373.168	CAPTAIN, FIRE PREVENTION BUREAU
190	845.887	CAR SCRUBBER, R.R.
191	621.281	CARBURETOR MECHANIC
192	213.382	CARD-TAPE CONVERTER OPERATOR
193	070.108	CARDIOLOGIST
195	860.381	CARPENTER, CONSTRUCTION
196	860.281	CARPENTER, MAINTENANCE
197	141.081	CARTOON BACKGROUND ARTIST
198	144.081	CARTOONIST, PRINT & PUB.
199	195.208	CASE AID
200	195.168	CASEWORKER SUPERVISOR
201	195.108	CASEWORKER, CHILD WELFARE
203	633.281	CASH-REGISTER SERVICER
205	211.468	CASHIER II
204	299.468	CASHIER-CHECKER
206	141.081	CATALOG ILLUSTRATOR
207	100.388	CATALOGER, LIBRARY
1028	413.181	CATTLE RANCHER
209	844.884	CEMENT MASON, CONST.
210	852.884	CEMENT MASON, HIGHWAYS
1309	844.887	CEMENT-MASON HELPER
211	235.862	CENTRAL OFFICE OPERATOR, TEL. & TEL.
212	006.081	CERAMIC ENGINEER
213	700.381	CHAIN MAKER, HAND, JEWELRY
216	120.108	CHAPLAIN
217	381.137	CHARWORKER, HEAD
218	729.884	CHASSIS ASSEMBLER, ELECTRONICS
219	913.883	CHAUFFEUR

O180	DOT #	TITLE
220	313.131	CHEF, HOTEL & RESTAURANT
221	008.081	CHEMICAL ENGINEER
222	022.281	CHEMICAL ENGINEER TECHNICIAN
223	022.081	CHEMIST, AGRICULTURAL
225	022.081	CHEMIST, FOOD
226	022.081	CHEMIST, INORGANIC
227	022.081	CHEMIST, ORGANIC
1042	022.281	CHEMIST, WATER PURIFICATION
896	412.181	CHICKEN FARMER, MEAT
229	359.878	CHILD CARE ATTENDANT, GOV. SER.
230	355.878	CHILD CARE ATTENDANT, SCHOOL
231	045.088	CHILD PSYCHOLOGIST
232	861.381	CHIMNEY BUILDER
233	922.883	CHIP UNLOADER, PAPER & PULP.
234	468.885	CHIPPER, WOODWORKING
235	079.108	CHIROPRACTOR
236	152.048	CHOIR DIRECTOR
238	151.028	CHOREOGRAPHER
240	715.281	CHRONOMETER ADJUSTER, CLOCK & WATCH
241	960.382	CINEMATOGRAPHER/PROJECTIONIST
1314	188.118	CITY MANAGER
242	199.166	CITY PLANNING ENGINEER
243	005.081	CIVIL ENGINEER
244	018.188	CIVIL ENGINEER TECHNICIAN
245	241.168	CLAIM ADJUSTER, INSURANCE
246	110.118	CLAIM ATTORNEY, INSURANCE
247	100.388	CLASSIFIER, LIBRARY
704	323.887	CLEANER, HOSPITAL
248	120.108	CLERGY
249	219.388	CLERK, GENERAL OFFICE
250	209.388	CLERK-TYPIST
251	025.088	CLIMATOLOGIST
252	045.108	CLINICAL PSYCHOLOGIST
253	142.081	CLOTH DESIGNER
254	142.081	CLOTHES-FASHION DESIGNER
255	309.878	CLOTHING MAINTENANCE SPECIALIST
256	352.878	CLUB ATTENDANT
257	922.883	COAL EQUIPMENT OPER. LIGHT, HEAT, POWER
259	541.782	COAL WASHER
258	951.885	COAL-SUBSTATION ATTENDANT
260	827.281	COFFEE-MAKER SERVICER
262	292.483	COIN VENDING MACHINE COLLECTOR
261	639.281	COIN-MACHINE SERVICER
263	240.388	COLLECTION CLERK, CLERICAL
264	141.081	COLOR ADVISOR, MOT. PIC.
265	976.381	COLOR-LABORATORY TECHNICIAN
266	582.782	COLORER, HIDES & SKINS
268	812.884	COMBINATION WELDER
269	008.081	COMBUSTION ENGINEER
270	375.168	COMMANDING OFFICER, HARBOR POLICE
676	970.381	COMMERCIAL ARTIST, LETTERING
274	261.158	COMMISSION AGENT, AGRIC. PRODUCE
273	822.281	COMMUNICATION ENGINEER
276	195.168	COMMUNITY ORGANIZATION WORKER
277	019.081	COMMUNITY PLANNER
278	195.108	COMMUNITY RELATIONS-SERVICE ADVISOR
279	195.208	COMMUNITY SERVICE HEALTH WORKER
280	829.281	COMPLAINT INSPECTOR, LIGHT, HEAT, POWER
281	828.281	COMPONENT INSPECTION TECHNICIAN
282	152.088	COMPOSER, MUSIC
284	863.884	COMPOSITION-WEATHERBOARD APPLIER
283	973.381	COMPOSITOR I, PRINT. & PUB.
285	213.382	COMPUTER PERIPHERAL EQUIP. OPERATOR
287	570.885	CONCRETE MIXER OPERATOR
290	869.381	CONDUIT MECHANIC, CONST. LT. HT. PR.
1295	529.381	CONFECTIONER/CANDY MAKER
291	005.081	CONSTRUCTION ENGINEER
292	976.884	CONTACT FRAME OPERATOR, PRINT & PUB.
293	712.381	CONTOUR WIRE SPECIALIST, DENTURE
294	826.381	CONTROL CABINET ASSEMBLER, ELEC. EQUIP.
295	957.282	CONTROL ROOM TECHNICIAN, RADIO & TV

GISO	DOT #	TITLE
296	921.883	CONVEYOR OPERATOR
297	315.381	COOK, ANY IND.
299	305.281	COOK, DOMESTIC SERVICE
300	313.381	COOK, HOTEL & REST.
301	313.381	COOK, SCHOOL CAFETERIA
267	314.878	COOK, SHORT ORDER II
302	314.781	COOK, SPECIALTY, HOTEL & REST.
303	311.878	COOK, STEAM TABLE, R.R. TRANS.
304	804.281	COPPERSMITH
305	132.288	COPY READER, PRINT & PUB.
306	132.088	COPY WRITER, ADVERTISING
1310	518.381	COREMAKER
308	079.368	CORRECTIVE THERAPIST, MED. SER.
309	132.268	CORRESPONDENT, PUB., RADIO & TV
310	332.271	COSMETOLOGIST
311	045.108	COUNSELING PSYCHOLOGIST
312	045.108	COUNSELOR, COLLEGE
313	045.108	COUNSELOR, SCHOOL
314	096.128	COUNTY AGRICULTURAL AGENT
315	096.128	COUNTY HOME DEMONSTRATION AGENT
316	202.388	COURT REPORTER, CLERICAL
317	141.081	COVER DESIGNER
318	191.268	CREDIT ANALYST, BANKING
319	209.588	CREDIT CARD CLERK
320	906.883	CREW TRUCK DRIVER
321	054.088	CRIMINOLOGIST
322	541.782	CRUDE OIL TREATER
323	670.782	CRYSTAL CUTTER, ELECTRONICS
325	250.158	CUSTOMER REPRESENTATIVE, CONST.
326	168.168	CUSTOMS INSPECTOR
327	539.782	CYLINDER-MACHINE TENDER, PAPER & PULP.
328	651.782	CYLINDER-PRESS OPERATOR
329	078.281	CYTOTECHNOLOGIST
330	040.081	DAIRY SCIENTIST
331	040.081	DAIRY TECHNOLOGIST
332	469.381	DAIRY TESTER
333	151.048	DANCER
334	213.588	DATA TYPIST
335	020.188	DEMOGRAPHER
336	079.378	DENTAL ASSISTANT
337	829.281	DENTAL EQUIP. INSTALLER & SERVICER
338	078.368	DENTAL HYGIENIST
339	712.381	DENTAL LABORATORY TECHNICIAN
341	072.108	DENTIST
342	070.108	DERMATOLOGIST
344	017.281	DESIGN DRAFTER, ELECTROMECHANISMS
345	375.268	DETECTIVE, GOV. SERVICE
346	376.268	DETECTIVE/PRIVATE INVESTIGATOR
347	976.381	DEVELOPER, ANY IND.
348	770.281	DIAMOND CUTTER
349	208.588	DICTAPHONE OPERATOR, CLERICAL
350	633.281	DICTATING-TRANSCRIBING MACHINE SERVICER
351	611.782	DIE MACHINE OPERATOR
352	601.280	DIE MAKER, DIE CASTING & PLASTIC MOULDING
355	625.281	DIESEL ENGINE TESTER
356	625.281	DIESEL MECHANIC
354	950.782	DIESEL-ENGINE OPERATOR, STATIONARY
357	079.588	DIET CLERK AID
358	077.128	DIETARY CONSULTANT
359	077.168	DIETITIAN
361	213.382	DIGITAL COMPUTER OPERATOR
365	045.108	DIRECTOR OF GUIDANCE
362	141.031	DIRECTOR, ART
364	187.118	DIRECTOR, COMMUNITY ORGANIZATION
307	187.168	DIRECTOR, FUNERAL
370	168.268	DIRECTOR, INDUSTRIAL SAFETY
363	159.268	DIRECTOR, MOTION PICTURE CASTING
366	011.168	DIRECTOR, PHYSICAL TESTING, METALS
367	012.168	DIRECTOR, QUALITY CONTROL
368	195.168	DIRECTOR, RECREATION CENTER
369	129.108	DIRECTOR, RELIGIOUS EDUCATION

GISO	DOT #	TITLE
371	150.028	DIRECTOR, STAGE
372	052.038	DIRECTOR, STATE HISTORICAL SOCIETY
373	159.148	DISK JOCKEY
374	912.168	DISPATCHER, AIR TRANS.
375	913.168	DISPATCHER, BUS & TROLLEY
376	142.051	DISPLAY DESIGNER, OUTSIDE
377	231.688	DISTRIBUTION CLERK, MAIL SORTER
378	110.118	DISTRICT ATTORNEY, GOV. SER.
1268	899.281	DIVER
1297	379.878	DOG CATCHER/HUMANE OFFICER
379	324.878	DOORKEEPER
380	526.782	DOUGHNUT-MACHINE OPERATOR
381	002.281	DRAFTER, AERONAUTICAL
383	003.281	DRAFTER, ELECTRICAL
386	019.281	DRAFTER, LANDSCAPE
387	017.281	DRAFTER, MAP/CARTOGRAPHER
388	014.281	DRAFTER, MARINE
389	007.281	DRAFTER, MECHANICAL
390	005.281	DRAFTER, STRUCTURAL
391	150.028	DRAMA TEACHER
392	150.028	DRAMATIC COACH
393	150.048	DRAMATIC READER
394	850.883	DREDGE OPERATOR, CONST.
395	299.468	DRESS CHECKER, RET. TR.
396	785.361	DRESSMAKER
397	842.884	DRY-WALL APPLICATOR, CONST.
398	207.782	DUPLICATING MACHINE OPERATOR II
1207	207.885	DUPLICATING MACHINE OPERATOR IV
399	059.088	ECONOMIC GEOGRAPHER
400	050.088	ECONOMIST
401	131.038	EDITOR, NEWS, RADIO & TV
402	132.018	EDITOR, NEWSPAPER
404	132.088	EDITORIAL WRITER
1313	166.118	EDUCATIONAL OR TRAINING DIRECTOR
405	091.228	EDUCATIONAL THERAPIST
406	012.188	EFFICIENCY ENGINEER
409	921.883	ELECTRIC MONORAIL CRANE OPERATOR
40E	721.884	ELECTRIC MOTOR ASSEMBLER
407	729.281	ELECTRIC-METER REPAIRER
411	723.381	ELECTRICAL APPLIANCE REPAIRER
412	827.281	ELECTRICAL APPLIANCE SERVICER
414	003.081	ELECTRICAL ENGINEER
416	729.281	ELECTRICAL INSTRUMENT REPAIRER
417	829.281	ELECTRICAL REPAIRER
418	825.281	ELECTRICAL REPAIRER, AIRCRAFT
419	003.181	ELECTRICAL TECHNICIAN
413	827.131	ELECTRICAL-APPLIANCE-SERVICER SUPERVISOR
420	824.281	ELECTRICIAN
421	825.281	ELECTRICIAN, AIRPLANE
422	825.281	ELECTRICIAN, AUTOMOTIVE
424	823.281	ELECTRICIAN, RADIO
423	825.381	ELECTRICIAN, SHIP & BOAT BLD.
425	824.381	ELECTRICIAN, STAGE
428	008.081	ELECTRO-CHEMICAL ENGINEER
427	078.368	ELECTROCARDIOGRAPH (EKG) TECHNICIAN
429	078.368	ELECTROENCEPHALOGRAPH (EEG) TECHNICIAN
430	339.371	ELECTROLOGIST
431	729.281	ELECTROMEDICAL EQUIPMENT REPAIRER
432	828.251	ELECTRONIC SALES & SERVICE TECHNICIAN
433	003.181	ELECTRONIC TECHNICIAN
434	726.781	ELECTRONICS ASSEMBLER
435	828.281	ELECTRONICS MECHANIC
883	500.380	ELECTROPLATER
436	974.381	ELECTROTYPYER, PRINT & PUB.
437	825.381	ELEVATOR CONSTRUCTOR
438	825.884	ELEVATOR CONSTRUCTOR HELPER
439	921.883	ELEVATOR OPERATOR, FREIGHT
440	829.281	ELEVATOR REPAIRER
441	338.381	EMBALMER
442	690.782	EMBOSSER
443	355.878	EMERGENCY ENTRANCE ATTENDANT

GISO	DOT #	TITLE
444	166.268	EMPLOYMENT INTERVIEWER
445	740.884	ENAMELER, JEWELRY
446	505.884	ENAMELER, PLUMBING
449	002.081	ENG. DESIGN, AIRCRAFT STRUCTURES
454	950.782	ENGINE OPERATOR, ANY IND.
452	625.281	ENGINE REPAIRER, SERVICE
453	621.281	ENGINE TESTER, AIRCRAFT MFG.
448	020.088	ENGINEERING ANALYST
450	620.281	ENGINEERING EQUIPMENT MECHANIC
455	651.782	ENGRAVING PRESS OPERATOR
456	041.081	ENTOMOLOGIST
457	641.885	ENVELOPE-MACHINE OPERATOR
458	829.381	EQUIPMENT INSTALLER, ANY IND.
459	822.381	EQUIPMENT INSTALLER, TEL. & TEL.
460	590.885	ETCHER, PRINTED CIRCUITS
461	055.088	ETHNOLOGIST
462	850.887	EXCAVATOR
463	313.168	EXECUTIVE CHEF, HOTEL & REST.
464	187.168	EXECUTIVE HOUSEKEEPER
465	222.368	EXPEDITER, CLERICAL
467	625.281	EXPERIMENTAL MECH. OUTBOARD MOTORS
466	621.281	EXPERIMENTAL MECHANIC, AIRCRAFT MFG.
468	825.281	EXPERIMENTAL-ROCKET-SLED MECHANIC
469	906.883	EXPLOSIVES TRUCK DRIVER
470	231.687	EXPRESS MESSENGER, R.R. TRANS.
471	096.168	EXTENSION SERVICE AGENT
472	096.128	EXTENSION SERVICE SPECIALIST
473	389.884	EXTERMINATOR
474	809.381	FABRICATOR-ASSEMBLER, METAL PROD.
475	012.188	FACTORY LAY-OUT ENGINEER
476	090.228	FACULTY MEMBER, COLLEGE OR UNIV.
477	624.281	FARM EQUIPMENT MECHANIC
479	624.381	FARM MACHINERY SET-UP MECHANIC
482	299.468	FARMER ROOM ATTENDANT, WHOLE. TR.
480	411.181	FARMER, DAIRY
481	421.181	FARMER, GENERAL
483	185.158	FASHION COORDINATOR
484	132.268	FEATURE REPORTER, PRINT & PUB
485	096.128	FEED & FARM MANAGEMENT ADVISER
1303	911.883	FERRYBOAT OPERATOR, CABLE I
486	829.281	FIELD ENGINEER, ELECTRONICS
324	828.281	FIELD SERVICE TECHNICIAN, COMPUTERS
487	100.168	FILM LIBRARIAN
488	020.188	FINANCIAL ANALYST, INVESTMENT
489	373.168	FIRE CAPTAIN
490	373.118	FIRE CHIEF
491	373.884	FIRE FIGHTER
494	441.168	FIRE LOOKOUT, GOV. SER.
495	012.188	FIRE PROTECTION ENGINEER
496	441.168	FIRE WARDEN, FORESTRY
500	863.884	FIREPROOFER, LT., HT., PR.
497	910.383	FIRER, DIESEL LOCOMOTIVE, RR
499	951.885	FIRER, MARINE
502	436.181	FISH FARMER
503	431.884	FISHER, HOOP NET
504	600.380	FIXTURE MAKER, LIGHTING
505	816.884	FLAME CUTTER, HAND I
507	816.782	FLAME-CUTTING MACHINE OPERATOR
508	002.081	FLIGHT ANALYST
509	621.281	FLIGHT ENGINEER
510	070.108	FLIGHT SURGEON
511	274.358	FLOOR COVERING ESTIMATOR
512	864.781	FLOOR LAYER
513	321.138	FLOOR SUPERVISOR, HOTEL & REST.
514	152.048	FOLK SINGER
1316	168.287	FOOD AND DRUG INSPECTOR
515	723.884	FOOD MIXER REPAIRER
516	906.883	FOOD SERVICE DRIVER, HOTEL & REST.
517	319.138	FOOD SERVICE SUPERVISOR
519	202.388	FOREIGN LANGUAGE STENOGRAPHER
1312	188.118	FOREIGN-SERVICE OFFICER

0189	DOT #	TITLE
522	040.081	FOREST ECOLOGIST
523	040.081	FORESTER
524	441.384	FORESTER AID
525	424.281	FORGE-SHOP MACHINE REPAIRER
526	411.885	FORDING-PRESS OPERATOR
527	011.081	FOUNDRY METALLURGIST
528	096.128	FOUR-W CLUB AGENT
529	222.387	FREIGHT RECEIVING CLERK
531	425.281	FUEL INJECTION SERVICER
530	951.884	FUEL-HOUSE TENDER, SAWMILL
532	419.181	FUR FARMER
533	869.281	FURNACE INSTALLER & REPAIRER
535	862.381	FURNACE INSTALLER, LT., HT., PR.
534	512.782	FURNACE OPERATOR, IRON & STEEL FOUNDRY
122	763.381	FURNITURE REFINISHER
536	780.381	FURNITURE UPHOLSTERER
537	131.088	GAG WRITER
538	481.181	GAMEKEEPER
539	437.281	GAS APPLIANCE SERVICER
540	862.381	GAS MAIN FITTER
543	811.884	GAS WELDER
545	811.782	GAS WELDING MACHINE OPERATOR
1026	953.380	GAS-PLANT OPERATOR
544	426.381	GAS-WELDING EQUIPMENT MECHANIC
547	922.883	GASOLINE TRUCK OPERATOR
548	052.088	GENEALOGIST
549	250.258	GENERAL AGENT, INSURANCE
550	210.388	GENERAL BOOKKEEPER
551	070.108	GENERAL PRACTITIONER
552	041.081	GENETICIST
1257	309.878	GENTLEMAN'S ATTENDANT
553	029.088	GEOGRAPHER
554	024.081	GEOLOGIST
555	024.081	GEOLOGIST, ENGINEERING
557	024.081	GEOLOGIST, MINING
558	024.081	GEOLOGIST, PETROLEUM
559	024.081	GEOPHYSICAL PROSPECTOR, PETROL. PROD.
562	865.884	GLASS INSTALLER, AUTO SER.
564	674.782	GLASS LATHE OPERATOR
565	840.884	GLASS TINTER, GLASS PROD.
566	865.781	GLAZIER, CONST./GLASS SETTER
567	865.884	GLAZIER, METAL FURNITURE
568	563.885	GLUING MACHINE OPERATOR, WOODWORKING
569	700.381	GOLDBEATER
571	097.228	GROUND INSTRUCTOR, BASIC-AIR TRANS.
572	195.108	GROUP WORKER
573	045.108	GUIDANCE COUNSELOR
1300	753.368	GUIDE, ESTABLISHMENT
575	070.108	GYNECOLOGIST
576	332.271	HAIR STYLIST/HAIR DRESSER
577	139.288	HANDBOOK WRITER
641	730.281	HARPSICHORD MAKER
1074	436.884	HATCHERY WORKER
1199	212.138	HEAD TELLER, BANKING
578	079.108	HEARING CLINICIAN
579	008.081	HEAT TRANSFER ENGINEER
580	007.151	HEATING ENGINEER
582	424.883	HEAVY EQUIPMENT OPERATOR, AGRIC.
583	078.381	HEMATOLOGY TECHNICIAN
584	951.885	HIGH PRESSURE FIRER
585	213.382	HIGH SPEED PRINTER OPERATOR
586	005.081	HIGHWAY ENGINEER
587	019.081	HIGHWAY LANDSCAPE ARCHITECT
588	052.088	HISTORIAN
589	052.088	HISTORIAN, DRAMATIC ARTS
590	921.883	HOISTING ENGINEER
591	096.128	HOME ECONOMIST
592	096.128	HOME ECONOMIST, CONSUMER SERVICE
593	306.878	HOMEMAKER, DOMESTIC SERVICE
594	040.081	HORTICULTURIST
1153	187.118	HOSPITAL ADMINISTRATOR

DIS#	DOT #	TITLE
595	355.878	HOSPITAL GUIDE
597	242.368	HOTEL CLERK
601	323.887	HOUSE CLEANER
598	869.381	HOUSE REPAIRER, CONST.
599	827.281	HOUSEHOLD-APPLIANCE REPAIRER
600	321.138	HOUSEKEEPER, HOTEL & REHT..
703	306.878	HOUSEWORKER, GENERAL
602	452.868	HUNTING & FISHING GUIDE
603	611.885	HYDRAULIC OPERATOR, METAL ALLOYS
605	621.281	HYDRAULIC TESTER, AIRPLANE MFG.
604	626.381	HYDRAULIC-PRESS SERVICER
606	025.288	HYDROGRAPHER/METEROLOGICAL AID
607	024.081	HYDROLOGIST
608	710.281	HYDROMETER CALIBRATOR
609	003.081	ILLUMINATING ENGINEER
610	141.081	ILLUSTRATOR
611	142.081	INDUSTRIAL DESIGNER
612	050.088	INDUSTRIAL ECONOMIST
613	012.188	INDUSTRIAL ENGINEER
614	012.288	INDUSTRIAL ENGINEERING TECHNICIAN
542	710.281	INDUSTRIAL GAS REPAIRER
616	166.118	INDUSTRIAL RELATIONS DIRECTOR
617	054.088	INDUSTRIAL SOCIOLOGIST
618	922.883	INDUSTRIAL TRUCK OPERATOR
615	710.281	INDUSTRIAL-GAS SERVICEMAN
1240	237.368	INFORMATION CLERK, MOTOR & R.R. TRANS.
619	235.862	INFORMATION OPERATOR, TEL. & TEL.
620	079.368	INHALATION THERAPIST
621	726.687	INSPECTOR, ELECTRONIC COMPONENTS
622	711.387	INSPECTOR, OPTICAL ELEMENTS
623	151.028	INSTRUCTOR, DANCING
624	090.228	INSTRUCTOR, EXTENSION WORK
625	196.228	INSTRUCTOR, FLYING
626	090.228	INSTRUCTOR, MILITARY SCIENCE
627	153.228	INSTRUCTOR, PHYSICAL EDUCATION
628	713.228	INSTRUCTOR, WATCH ASSEMBLY
629	722.381	INSTRUMENT INSPECTOR, AIRCRAFT MFG.
630	710.281	INSTRUMENT INSPECTOR, ANY IND.
631	600.280	INSTRUMENT MAKER, ANY IND.
633	710.281	INSTRUMENT MECHANIC, LT., HT., PR.
635	722.281	INSTRUMENT REPAIRER, TEL. & TEL.
634	722.131	INSTRUMENT-SHOP SUPERVISOR, TEL. & TEL.
636	003.281	INSTRUMENTATION TECHNICIAN
637	863.884	INSULATION INSTALLER, CONST.
639	250.258	INSURANCE AGENT/SALESPERSON
640	250.258	INSURANCE BROKER
642	142.051	INTERIOR DESIGNER
643	051.088	INTERNATIONAL RELATIONS SPECIALIST
644	050.088	INTERNATIONAL TRADE ECONOMIST
645	137.268	INTERPRETER
646	375.268	INVESTIGATOR, NARCOTICS
647	382.884	JANITOR
648	700.281	JEWELER
649	761.381	JIG BUILDER
650	166.088	JOB ANALYST
651	600.380	JOB SETTER, MACHINE SHOP
652	153.248	JOCKEY
653	111.108	JUDGE
654	213.792	KEY-PUNCH OPERATOR
655	050.063	LABOR ECONOMIST
657	011.281	LABORATORY TECHNICIAN, METALLURGICAL
658	073.381	LABORATORY TECHNICIAN, VETERINARY
659	029.181	LABORATORY TESTER I, ANY IND.
1040	029.381	LABORATORY TESTER II, FOOD PROD.
1308	860.887	LABORER, CARPENTRY
660	850.887	LABORER, PILE DRIVING
478	403.887	LABORER, VEGETABLE FARM
850	309.878	LADY'S ATTENDANT
661	019.081	LANDSCAPE ARCHITECT
662	407.181	LANDSCAPE GARDENER
663	842.781	LATHER, CONST.

BIS#	DOT #	TITLE
664	361.138	LAUNDRY SUPERVISOR
665	119.288	LAW CLERK/PARALEGAL ASSISTANT
666	639.884	LAWN-MOWER REPAIRER
667	869.884	LAWN-SPRINKLER INSTALLER, CONST.
668	110.108	LAWYER
669	110.118	LAWYER, CORPORATION
672	141.081	LAY-OUT PLANNER (PRINT & PUB)
671	809.381	LAY-OUT WORKER I
670	600.381	LAY-OUT WORKER, MACHINE SHOP
673	252.358	LEASE BUYER, (BUS. SER.)
674	201.368	LEGAL SECRETARY
675	291.858	LEI SELLER, RET.TR.
677	132.088	LEXICOGRAPHER
678	100.168	LIBRARIAN
679	100.168	LIBRARIAN, REFERENCE LIBRARY
506	249.368	LIBRARY TECHNICAL ASSISTANT
680	079.378	LICENSED PRACTICAL NURSE
681	250.258	LIFE UNDERWRITER
682	906.883	LIGHT TRUCK DRIVER
683	822.287	LINE INSPECTOR, TEL. & TEL.
684	822.381	LINE INSTALLER-REPAIRER
685	650.582	LINOTYPE OPERATOR, PRINT & PUB.
686	130.088	LITERARY WRITER
687	971.281	LITHOGRAPHER
688	166.268	LOAN COUNSELOR, EDUCATION
689	910.383	LOCOMOTIVE ENGINEER, RR TRANS. I
691	940.884	LOGGER, ALL AROUND
692	904.883	LONG-HAUL-SLEEPER DRIVER
693	365.381	LUGGAGE REPAIRER
694	292.468	LUNCH TRUCK DRIVER
696	600.281	MACHINE BUILDER
711	626.281	MACHINE REPAIRER, MAINTENANCE
697	600.380	MACHINE SET-UP OPERATOR
695	638.281	MACHINERY ERECTOR
699	600.280	MACHINIST, ALL AROUND
700	600.280	MACHINIST, AUTOMOTIVE
1218	623.281	MACHINIST, MARINE ENGINE
701	141.081	MAGAZINE ILLUSTRATOR
702	111.118	MAGISTRATE
705	233.388	MAIL CARRIER
706	231.588	MAIL CLERK, CLERICAL
708	906.883	MAIL TRUCK DRIVER
707	633.281	MAIL-PROCESSING EQUIPMENT MECH.
709	231.138	MAILING SUPERVISOR, CLERICAL
712	600.280	MAINTENANCE MACHINIST
714	638.281	MAINTENANCE MECHANIC II
713	899.281	MAINTENANCE REPAIRER, FACTORY OR MILL
710	891.138	MAINTENANCE SUPERVISOR II
1157	332.138	MAKE-UP SUPERVISOR, MOTION PICTURES
716	195.368	MANAGEMENT AID
717	187.168	MANAGER, BEAUTY SHOP
1311	168.168	MANAGER, CREDIT & COLLECTION
718	187.118	MANAGER, HOTEL/MOTEL
801	406.168	MANAGER, NURSERY
719	169.168	MANAGER, OFFICE
721	185.168	MANAGER, RETAIL STORE
720	187.168	MANAGER, RESTAURANT OR COFFEE SHOP
715	331.878	MANICURIST
723	079.128	MANUAL ARTS THERAPIST, MED.SER.
724	638.281	MANUFACTURERS SERVICE REPRESENTATIVE
725	861.381	MARBLE SETTER
726	014.081	MARINE ENGINEER
727	050.088	MARKET RESEARCH ANALYST
730	785.261	MASTER TAILOR, GARMENT RET. TR.
728	957.282	MASTER-CONTROL ENGINEER, RADIO & TV
729	159.148	MASTER/MISTRESS OF CEREMONIES
731	005.081	MATERIALS ENGINEER
732	020.188	MATHEMATICAL TECHNICIAN
733	020.088	MATHEMATICIAN, APPLIED
734	020.088	MATHEMATICIAN, RESEARCH
738	008.081	MEASUREMENT & CONTROL ENGINEER

GISE	DOT #	TITLE
737	316.884	MEAT CUTTER/BUTCHER
739	007.081	MECHANICAL ENGINEER
740	007.181	MECHANICAL ENGINEERING TECHNICIAN
742	079.368	MEDICAL ASSISTANT
743	141.081	MEDICAL ILLUSTRATOR
744	078.381	MEDICAL LABORATORY ASSISTANT
746	201.368	MEDICAL SECRETARY
747	202.388	MEDICAL STENOGRAPHER
748	078.281	MEDICAL TECHNOLOGIST
745	100.388	MEDICAL-RECORD ADMINISTRATOR
749	785.381	MENS GARMENT FITTER
382	298.081	MERCHANDISE DISPLAYER
750	619.380	METAL FABRICATOR I
752	011.081	METALLURGICAL ENGINEER/METALLURGIST
753	823.281	METEOROLOGICAL EQUIPMENT REPAIRER
755	375.588	METER ATTENDANT
754	025.088	METEROLOGIST/WEATHER FORECASTER
756	012.188	METHODS ENGINEER
757	041.081	MICROBIOLOGIST/BACTERIOLOGIST
758	078.281	MICROBIOLOGY TECHNOLOGIST, MED.SER.
759	950.782	MILL ENGINEER, IRON & STEEL
762	605.782	MILLING MACHINE OPERATOR, MACH.SHOP
763	605.380	MILLING MACHINE OPERATOR, TOOL
760	605.885	MILLING-MACHINE OPERATOR, PRODUCTION
764	638.281	MILLWRIGHT/MACHINE ERECTOR
765	207.782	MIMEOGRAPH OPERATOR
1315	939.281	MINER I
766	010.081	MINING ENGINEER
767	120.108	MISSIONARY
768	550.782	MIXER, PAINT & VARNISH
769	297.868	MODEL
770	700.281	MODEL MAKER, SILVERWARE
237	961.868	MODEL, PHOTOGRAPHERS'
771	700.381	MOLD MAKER, JEWELRY
772	650.582	MONOTYPE KEYBOARD OPERATOR, PRINT & PUB.
773	861.381	MONUMENT SETTER, CONST.
774	355.887	MORQUE ATTENDANT
775	210.388	MORTGAGE LOAN COMPUTATION CLERK
776	306.878	MOTHER'S HELPER
777	960.382	MOTION PICTURE PROJECTIONIST
778	806.887	MOTOR TEST HELPER, AUTO MFG.
779	620.281	MOTOR VEHICLE INSPECTOR
781	375.268	MOTORCYCLE POLICE OFFICER
1306	620.281	MOTORCYCLE REPAIRER
783	375.268	MOUNTED POLICE OFFICER
784	152.048	MUSIC DIRECTOR, MOT.PIC., RADIO, TV
785	970.381	MUSIC GRAPHER
786	100.388	MUSIC LIBRARIAN, RADIO & TV
787	091.168	MUSIC SUPERVISOR, EDUCATION
788	152.028	MUSIC TEACHER
789	079.128	MUSIC THERAPIST
790	152.048	MUSICIAN, INSTRUMENTAL
791	196.188	NAVIGATOR, AIR TRANS.
792	824.281	NEON SIGN SERVICER
793	131.068	NEWS ANALYST, BROADCAST
794	143.062	NEWS PHOTOGRAPHER
795	292.383	NEWSDEALER, DELIVERY-DRIVER
6	550.885	NITRATING-ACID MIXER
1200	212.368	NOTE TELLER, BANKING
796	078.381	NUCLEAR MEDICAL TECHNOLOGIST
797	355.878	NURSE AID
798	075.378	NURSE ANESTHETIST
800	075.378	NURSE, OFFICE
957	075.378	NURSE, REGISTERED, GENERAL DUTY
1317	075.128	NURSE, SCHOOL
802	070.108	OBSTETRICIAN
803	079.128	OCCUPATIONAL THERAPIST
804	079.368	OCCUPATIONAL THERAPY AID
805	024.081	OCEANOGRAPHER, GEOLOGICAL
806	024.081	OCEANOGRAPHER, PHYSICAL
807	633.281	OFFICE-MACHINE SERVICER

OIS#	DOT #	TITLE
808	207.782	OFFSET-DUPLICATING-MACH. OPERATOR
809	451.782	OFFSET-PRESS OPERATOR I
810	862.281	OIL-BURNER SERVICER & INSTALLER
272	859.883	OPERATING ENGINEER
1029	186.168	OPERATIONS OFFICER
811	020.088	OPERATIONS RESEARCH ANALYST
812	070.108	OPHTHALMOLOGIST
813	007.081	OPTICAL TECHNICIAN
814	713.251	OPTICIAN, DISPENSING
815	713.381	OPTICIAN, OPTICAL MECHANIC
816	079.108	OPTOMETRIST
817	072.081	ORAL PATHOLOGIST
818	072.101	ORAL SURGEON
819	152.048	ORCHESTRA LEADER
820	355.878	ORDERLY
821	079.228	ORIENTATION THERAPIST FOR BLIND
822	040.081	ORNAMENTAL HORTICULTURIST
823	809.381	ORNAMENTAL-IRON WORKER, CONST.
824	072.108	ORTHODONTIST
825	077.378	ORTHOPTIST
826	071.108	OSTEOPATHIC PHYSICIAN
827	142.081	PACKAGE DESIGNER
828	922.883	PACKAGE-LIFT OPERATOR
829	970.381	PAINTER, ANIMATED CARTOONS
830	840.781	PAINTER, CONST.
832	970.381	PAINTER, SIGN
833	841.781	PAPERHANGER
834	231.388	PARCEL POST CLERK, CLERICAL
835	129.208	PARISH WORKER
1009	169.168	PARK RANGER
1155	188.168	PARK SUPERINTENDENT, GOV. SER.
836	915.878	PARKING LOT ATTENDANT
837	195.108	PAROLE OFFICER
596	352.878	PASSENGER ATTENDANT, TRAIN
1302	912.368	PASSENGER SERVICE AGENT, AIR TRANS.
838	313.131	PASTRY CHEF
839	313.381	PASTRY COOK II, HOTEL & REST.
840	119.168	PATENT AGENT
841	070.081	PATHOLOGIST
843	600.280	PATTERNMAKER, METAL, FOUNDRY
844	661.281	PATTERNMAKER, WOOD, FOUNDRY
845	070.108	PEDIATRICIAN
847	072.108	PERIODONTIST
848	842.884	PERMASTONE DRESSER, CONST.
849	861.781	PERMASTONE SETTER
851	166.118	PERSONNEL MANAGER
853	010.081	PETROLEUM ENGINEER
447	010.168	PETROLEUM ENGINEER, CHIEF
854	266.158	PHARMACEUTICAL DETAILER
855	074.181	PHARMACIST
856	041.081	PHARMACOLOGIST
857	074.387	PHARMACY HELPER
858	059.088	PHILOLOGIST
859	650.782	PHOTOCOMPOSING MACH.OPER. PRINT & PUB.
860	143.062	PHOTOGRAPHER, COMMERCIAL
861	207.885	PHOTOGRAPHIC MACHINE OPERATOR, CLERICAL
862	650.582	PHOTOTYPESETTER OPERATOR, PRINT & PUB.
863	029.088	PHYSICAL GEOGRAPHER
864	079.378	PHYSICAL THERAPIST
865	355.878	PHYSICAL THERAPY ATTENDANT
866	070.108	PHYSICIAN, GENERAL PRACTICE
867	023.081	PHYSICIST
872	023.088	PHYSICIST, THEORETICAL
1044	739.884	PICTURE FRAMER/PICTURE FRAME MAKER
1318	196.283	PILOT, HELICOPTER
874	829.281	PINSETTER MECHANIC, AUTOMATIC
876	862.381	PIPEFITTER I, CONST.
877	166.268	PLACEMENT OFFICER, EDUCATION
878	605.885	PLANING-MACHINE OPERATOR, CLOCK & WATCH
879	842.781	PLASTERER, CONST.
880	842.781	PLASTERER, HOLDING

OIS#	DOT #	TITLE
882	451.782	PLATEN-PRESS OPERATOR
884	500.380	PLATER, PLASTICS
885	862.381	PLUMBER
887	079.378	PODIATRIST'S ASSISTANT
886	079.108	PODIATRIST/CHIROPDIA
888	130.088	POET
889	375.168	POLICE CAPTAIN, PRECINCT
890	375.268	POLICE INSPECTOR
842	375.268	POLICE OFFICER I
891	375.268	POLICE OFFICER II
735	375.868	POLICE OFFICER III
736	375.168	POLICE SERGEANT
892	051.088	POLITICAL SCIENTIST
893	143.062	PORTRAIT PHOTOGRAPHER
894	232.368	POST OFFICE CLERK, GOV. SER.
895	141.081	POSTER ARTIST
897	514.884	POURER, METAL
898	007.081	POWER PLANT ENGINEER, STEAM
900	625.281	POWER SAW MECHANIC
901	850.883	POWER SHOVEL OPERATOR
899	952.380	POWER-REACTOR OPERATOR
902	706.781	PRECISION ASSEMBLER, BENCH-AIRCRAFT MFG.
903	829.381	PRECISION ASSEMBLER, ELECTRONICS
904	165.068	PRESS AGENT
906	091.118	PRINCIPAL, SCHOOL
907	976.885	PRINT DEVELOPER, MACHINE
909	075.378	PRIVATE DUTY NURSE
908	822.281	PRIVATE-BRANCH-EXCHANGE REPAIRER
910	195.108	PROBATION OFFICER
911	159.118	PRODUCER, RADIO & TV BROADCAST
913	609.885	PRODUCTION MACHINE OPERATOR, MACH. SHOP
914	012.188	PRODUCTION PLANNER
915	195.228	PROGRAM AID, GROUP WORK
917	020.188	PROGRAMMER, ENGINEERING & SCIENTIFIC
918	976.381	PROJECTION PRINTER
919	451.782	PROOF-PRESS OPERATOR
920	600.381	PROPELLER LAY-OUT WORKER
921	002.081	PROPULSION SYSTEMS DESIGN ENGINEER
922	355.878	PSYCHIATRIC AID
923	070.108	PSYCHIATRIST
924	045.088	PSYCHOLOGIST, EDUCATIONAL
925	045.088	PSYCHOLOGIST, EXPERIMENTAL
926	045.088	PSYCHOLOGIST, SOCIAL
927	045.088	PSYCHOMETRIST
928	823.281	PUBLIC ADDRESS SERVICER
929	195.228	PUBLIC HEALTH ASSISTANT
930	079.118	PUBLIC HEALTH EDUCATOR
1298	075.128	PUBLIC HEALTH NURSE
932	165.068	PUBLIC RELATIONS PRACTITIONER I
933	165.068	PUBLICITY SUPERVISOR
934	159.048	PUPPETEER
935	162.158	PURCHASING AGENT
936	162.158	PURCHASING ENGINEER, AIRCRAFT MFG.
937	019.281	QUALITY CONTROL TECHNICIAN
939	003.187	RADIO ENGINEER, RADIO & TV BROADCAST
940	823.281	RADIO MECHANIC, AIRCRAFT INSTALLATION
941	375.268	RADIO POLICE OFFICER
942	720.281	RADIO REPAIRER
943	199.381	RADIOGRAPHER, INDUSTRIAL X-RAY TECH
945	078.368	RADIOLOGIC/X-RAY TECHNOLOGIST
944	078.168	RADIOLOGIC/X-RAY TECHNOLOGIST, CHIEF
946	040.081	RANGE MANAGER/RANGE CONSERVATIONIST
947	222.138	RATE SUPERVISOR, CLERICAL
948	250.358	REAL ESTATE BROKER
949	222.387	RECEIVING CLERK
950	237.368	RECEPTIONIST
1031	194.782	RECORDING MACHINE OPERATOR
951	195.228	RECREATION LEADER
952	079.128	RECREATIONAL THERAPIST
954	007.081	REFRIGERATION ENGINEER
955	637.281	REFRIGERATION MECHANIC

GIS#	DOT #	TITLE
958	090.168	REGISTRAR, COLLEGE
959	237.368	REGISTRATION CLERK II, GOV. SER.
961	859.887	REINFORCING STEEL WORKER, WIRE MESH
960	801.884	REINFORCING-IRON WORKER, CONST.
962	715.281	REPAIRER (CLOCK & WATCH)
964	869.381	REPAIRER, (LT., HT., PR.)
963	806.887	REPAIRER, GENERAL (AUTO. MFG.)
965	626.381	REPAIRER, WELDING EQUIPMENT
966	132.268	REPORTER, NEWS
967	257.258	REPRESENTATIVE, PERSONAL SER., TEL. & TEL.
968	976.381	REPRODUCTION TECHNICIAN
969	077.081	RESEARCH NUTRITIONIST
970	054.088	RESEARCH WORKER, SOCIAL WELFARE
971	912.368	RESERVATION AGENT, AIR TRANS.
972	045.108	RESIDENCE COUNSELOR
973	813.885	RESISTANCE MACHINE WELDER
974	813.281	RESISTANCE-WELDING TECHNICIAN
975	222.387	RETURNED GOODS RECEIVING CLERK
976	132.268	REWRITER (PRINT & PUB)
977	700.381	RING MAKER, JEWELRY
978	850.887	ROAD LABORER
980	003.081	ROCKET-ENGINE TEST ENGINEER
979	625.281	ROCKET-ENGINE-COMPONENT MECHANIC
984	611.782	ROLLER MACHINE OPERATOR
982	866.887	ROOFER HELPER
981	866.381	ROOFER, CONST.
983	866.884	ROOFER, VINYL COATING
215	323.887	ROOM CLEANER, HOTEL & REST.
985	324.878	ROOM SERVICE CLERK II
343	930.782	ROTARY DERRICK OPERATOR
1010	930.782	ROTARY DRILLER, PET. PROD.
986	142.081	SAFETY CLOTHING & EQUIPMENT DEVELOPER
1319	012.081	SAFETY ENGINEER
987	010.081	SAFETY ENGINEER, MINES
780	280.358	SALES ASSOCIATE, MOTOR VEHICLES & SUPPLIES
988	290.478	SALES CLERK, RET. TR.
989	164.118	SALES PROMOTION DIRECTOR
1071	252.358	SALES REP., EXTERMINATING SERVICES
518	256.358	SALES REP., FOOD-VENDING SERVICE
990	254.258	SALES REPRESENTATIVE, HOTEL & REST.
991	257.258	SALES REPRESENTATIVE, TELEPHONE SERVICE
1006	289.358	SALESPERSON, GENERAL
1048	785.381	SAMPLE STITCHER, GARMENT INDUSTRY
1049	079.118	SANITARIAN
1050	005.081	SANITARY ENGINEER
1052	001.168	SCHOOL PLANT CONSULTANT
1051	045.108	SCHOOL PSYCHOLOGIST
1053	059.088	SCIENTIFIC LINGUIST
1054	143.282	SCIENTIFIC PHOTOGRAPHER
1055	850.883	SCRAPER OPERATOR, CONST.
1056	960.382	SCREEN EXAMINER
1057	143.062	SCREEN REPORTER, MOT. PIC., RADIO, TV
1058	131.088	SCRIPT WRITER
1059	148.081	SCULPTOR
1063	201.368	SECRETARY
1064	020.188	SECURITIES ANALYST
1065	189.168	SECURITY OFFICER
1066	040.381	SEED ANALYST
1067	024.081	SEISMOLOGIST
1068	078.381	SEROLOGY TECHNICIAN
1070	191.168	SERVICE REPRESENTATIVE, AUTO MFG.
1069	139.288	SERVICE-PUBLICATION WRITER
1072	277.251	SERVICE-SALES ASSOC., MILKING MACHINES
1073	142.061	SET DECORATOR, MOTION PICTURES
1060	785.381	SEWER, CUSTOM
1075	787.885	SEWING MACHINE OPERATOR, AUTOMATIC
1076	787.782	SEWING MACHINE OPERATOR, REGULAR EQUIP.
1077	639.281	SEWING-MACHINE REPAIRER
1078	332.271	SHANPODER
1079	804.281	SHEET METAL WORKER, ANY IND.
1080	850.887	SHEET-PILE-HAMMER OPERATOR

OIS#	DOT #	TITLE
1081	436.884	SHELLFISH-BED WORKER
1082	222.387	SHIPPING CHECKER, AIRCRAFT MFG.
1083	222.138	SHIPPING CLERK
521	223.138	SHIPPING SUPERVISOR, BAKERY PRODUCTS
1084	365.381	SHOE REPAIRER
1085	365.884	SHOE-REPAIRER HELPER
1086	788.381	SHOEMAKER, CUSTOM
1087	931.381	SHOOTER, PETROLEUM
1088	807.287	SHOP ESTIMATOR, AUTO SER.
1089	785.381	SHOP TAILOR
1090	314.381	SHORT ORDER COOK
1091	863.884	SIDER, CONST.
1092	979.884	SILK-SCREEN PRINTER
1093	700.281	SILVERSMITH, SILVERWARE
1094	040.081	SILVICULTURIST
286	152.048	SINGER, CONCERT
1095	521.885	SLICING MACHINE OPERATOR, BAKERY PROD.
1096	780.381	SLIPCOVER CUTTER, RET. TR.
546	625.281	SMALL-ENGINE MECHANIC
1098	201.268	SOCIAL SECRETARY
1099	195.108	SOCIAL SERVICE TECHNICIAN
1101	195.108	SOCIAL WORKER, MEDICAL
1103	195.108	SOCIAL WORKER, SCHOOL
1104	054.088	SOCIOLOGIST
1105	861.781	SOFT TILE SETTER
1107	040.081	SOIL SCIENTIST
1108	814.884	SOLDERER, PRODUCTION LINE
1109	521.885	SORTING MACHINE OPERATOR, CAN. & PRESERV.
1110	976.381	SOUND & LABORATORY ENGINEER, MOT.PIC.
1034	194.282	SOUND MIXER/STUDIO TECHNICIAN
1111	829.281	SOUND TECHNICIAN, ANY IND.
1112	313.131	SOUS CHEF, HOTEL & REST.
1113	019.288	SPACE ANALYST
1114	375.168	SPECIAL AGENT, FBI
1115	096.168	SPECIALIST-IN-CHARGE, EXTENSION SERVICE
1116	002.288	SPECIFICATION WRITER, AIRPLANES
1117	019.288	SPECIFICATION WRITER, ENGINEERING
1118	079.108	SPEECH AND HEARING CLINICIAN
1120	079.108	SPEECH PATHOLOGIST
1121	159.148	SPORTS ANNOUNCER
1122	424.883	SPRAYER, AGRICULTURE
1123	075.378	STAFF NURSE, OCCUPATIONAL HEALTH NURSING
1124	142.081	STAGE SCENERY DESIGNER
1125	019.281	STANDARDS-LABORATORY TECHNICIAN
1126	375.268	STATE-HIGHWAY POLICE OFFICER
1128	910.138	STATION AGENT I, R.R. TRANS.
1127	211.468	STATION AGENT II, R.R. TRANS.
1129	822.381	STATION INSTALLER, TEL. & TEL.
1130	822.281	STATION REPAIRER, TEL. & TEL.
1131	950.782	STATIONARY ENGINEER
581	219.388	STATISTICAL CLERK
1133	633.281	STATISTICAL MACHINE SERVICER
1134	020.188	STATISTICIAN, APPLIED
1137	020.088	STATISTICIAN, MATHEMATICAL
1139	007.081	STEAM DISTRIBUTION ENGINEER, LT., HT., PR.
1036	869.781	STEEPLE JACK
1140	207.885	STENCIL CUTTER OPERATOR
1141	202.388	STENOGRAPHER
1142	202.388	STENOTYPE OPERATOR
1143	223.387	STOCK CONTROL CLERK
1144	700.381	STONE SETTER, JEWELRY
1145	861.781	STONEMASON
1146	150.048	STORY TELLER
1147	824.381	STREET-LIGHT SERVICER
782	913.363	STREETCAR OPERATOR
1148	005.081	STRUCTURAL ENGINEER
1150	801.781	STRUCTURAL STEEL WORKER
1149	801.887	STRUCTURAL-STEEL-WORKER HELPER
1151	952.782	SUBSTATION OPERATOR, LT., HT., PR.
1152	407.138	SUPERINTENDENT, GREENS
1154	187.118	SUPERINTENDENT, INSTITUTION

OIS#	DOT #	TITLE
1156	213.138	SUPERVISOR, MACHINE RECORDS UNIT
520	232.138	SUPERVISOR, MAILES
1158	070.101	SURGEON
1159	079.378	SURGICAL TECHNICIAN
1292	249.268	SURVEY WORKER
1140	018.188	SURVEYOR
632	018.188	SURVEYOR ASSISTANT, INSTRUMENTS
214	018.687	SURVEYOR HELPER, CHAIN
1037	018.587	SURVEYOR HELPER, ROD
1162	018.188	SURVEYOR, MARINE
1164	012.168	SYSTEMS ANALYST, BUSINESS DATA PROCESS.
1165	722.281	SYSTEMS INSPECTOR, ELECTRONICS
1166	213.782	TABULATING MACHINE OPERATOR
1167	561.885	TANKER, WOOD PRESERVING
1168	720.281	TAPE-RECORDER REPAIRER
1169	842.884	TAPER, CONST.
1170	160.188	TAX ACCOUNTANT
1171	110.118	TAX ATTORNEY
1172	050.088	TAX ECONOMIST
1173	913.363	TAXI DRIVER
1174	913.168	TAXICAB STARTER
1293	199.281	TAXIDERMIST
1175	094.228	TEACHER OF THE BLIND
1176	094.228	TEACHER OF THE DEAF
1178	094.228	TEACHER OF THE HANDICAPPED
1182	094.228	TEACHER OF THE MENTALLY RETARDED
1177	092.228	TEACHER, ELEMENTARY SCHOOL
1179	091.228	TEACHER, INDUSTRIAL ARTS
1180	090.228	TEACHER, JUNIOR COLLEGE
1181	092.228	TEACHER, KINDERGARTEN
1183	359.878	TEACHER, NURSERY SCHOOL
1184	091.228	TEACHER, SECONDARY SCHOOL
1185	091.228	TEACHER, SPEECH
1186	090.228	TEACHER, TECHNICAL EDUCATION
1187	919.883	TEAMSTER
1188	139.288	TECHNICAL EDITOR
1189	017.281	TECHNICAL ILLUSTRATOR
1190	930.188	TECHNICAL OPERATOR, PETROL, PRODUCTION
881	019.181	TECHNICIAN, PLASTICS ENGINEERING
1191	235.862	TELEPHONE ANSWERING SERVICE OPERATOR
1192	003.081	TELEPHONE ENGINEER
1193	235.862	TELEPHONE OPERATOR
1196	720.281	TELEVISION & RADIO REPAIRER
1194	720.687	TELEVISION-CHASSIS INSPECTOR
1197	212.368	TELLER, BANKING
1201	861.781	TERRAZZO WORKER
1304	806.283	TEST DRIVER
1203	196.283	TEST PILOT
1204	726.687	TESTER, ELECTRONIC COMPONENTS
1205	729.381	TESTER, ELECTRONIC SYSTEMS
1206	720.684	TESTER, TV PICTURE TUBES
1202	822.281	TESTING & REGULATING TECHNICIAN
1045	774.381	THROWER/POTTER
1208	919.368	TICKET AGENT, ANY IND.
1209	211.468	TICKET SELLER, CLERICAL
1211	861.781	TILE SETTER
1210	861.781	TILE-CONDUIT LAYER
1212	940.384	TIMBER MARKER
1213	012.188	TIME-STUDY ENGINEER
1214	804.281	TINSMITH
1216	790.381	TOBACCO BLENDER
1217	211.468	TOLL COLLECTOR
1219	601.280	TOOL AND DIE MAKER
1220	007.081	TOOL DESIGNER
1223	930.130	TOOL PUSHER, PETROL. PRODUCTION
1221	601.280	TOOL-MACHINE SET-UP OPERATOR
1224	869.887	TRACK LAYER
1225	921.883	TRACTOR CRANE OPERATOR
1227	620.281	TRACTOR MECHANIC
1226	904.883	TRACTOR-TRAILER-TRUCK DRIVER
1232	184.169	TRAFFIC MANAGER II, TEL & TEL

OIS#	DOT #	TITLE
1228	184.168	TRAFFIC MANAGER, AIR/WATER TRANS.
1229	184.168	TRAFFIC MANAGER, ANY IND.
1230	239.368	TRAFFIC MANAGER, MOTOR TRANS.
1231	184.168	TRAFFIC MANAGER, RADIO & TV
1233	375.268	TRAFFIC POLICE OFFICER
1234	915.867	TRAILER RENTAL ATTENDANT
1235	208.588	TRANSCRIBING MACHINE OPERATOR
1236	913.463	TRANSIT OPERATOR
1030	137.288	TRANSLATOR
1237	209.588	TRANSLATOR, BRAILLE/BRAILLE TRANSCRIBER
1238	957.282	TRANSMITTER OPERATOR, RADIO & TV
1239	904.883	TRANSPORT DRIVER, MOTOR TRANS
1241	355.878	TRAY-LINE WORKER, MEDICAL SERVICE
1242	441.887	TREE PLANTER, FORESTRY
1243	441.887	TREE PRUNER, FORESTRY
1244	409.181	TREE SURGEON
1245	850.883	TRENCH DIGGING MACHINE OPERATOR
1246	807.281	TRUCK BODY BUILDER
1247	231.588	TRUST-MAIL CLERK, BANKING
1195	143.168	TV FILM FIELD COORDINATOR
1248	208.588	TYPESETTER-PERFORATOR OPER., PRINT & PUB.
1249	203.588	TYPIST
1250	153.268	UMPIRE/OFFICIAL
1251	806.887	UPHOLSTERER, AIRCRAFT MFG.
1252	199.168	URBAN PLANNER
1253	054.088	URBAN SOCIOLOGIST
1254	070.108	UROLOGIST
1255	344.878	USHER
1256	723.381	VACUUM CLEANER REPAIRER
1258	639.381	VENDING-MACHINE REPAIRER
1259	213.588	VERIFIER OPERATOR
1261	073.108	VETERINARIAN
1260	073.081	VETERINARIAN, LABORATORY ANIMAL CARE
1262	356.874	VETERINARY HOSPITAL ATTENDANT/ASSISTANT
1263	073.181	VETERINARY LIVESTOCK INSPECTOR
1264	073.281	VETERINARY VIRUS-SERUM INSPECTOR
1265	375.268	VICE-SQUAD POLICE OFFICER
1266	957.282	VIDEO OPEFATOR, RADIO & TV BROADCAST
1267	045.108	VOCATIONAL ADVISOR
1269	024.081	VOLCANOLOGIST
1272	311.878	WAITER/WAITRESS, FORMAL
1271	311.878	WAITER/WAITRESS, INFORMAL
1270	311.878	WAITER/WAITRESS, TAKE-OUT
1273	219.388	WARD CLERK & UNIT COORDINATOR
1274	922.137	WAREHOUSE TRAFFIC SUPERVISOR (WHOL. TR.
1275	715.281	WATCH ADJUSTER I
1276	715.281	WATCHMAKER
1277	025.288	WEATHER CHART PREPARER
1278	025.288	WEATHER OBSERVER
14	683.782	WEAVER, HAND
1279	819.381	WELDER FITTER
1280	813.380	WELDER SETTER, RESISTANCE MACHINE
574	810.884	WELDER, GUN
912	812.844	WELDER, PRODUCTION LINE
1281	806.887	WHEEL ASSEMBLER
1282	332.381	WIG DRESSER
1283	739.781	WIG MAKER
1284	299.468	WILL-CALL CLERK, RET. TR.
1294	310.137	WINE STEWARD/STEWARDESS
1285	801.884	WIRE-MESH GATE ASSEMBLER
1286	729.381	WIRER, CABLE (ELEC. EQUIP.)
1061	785.381	WOMEN'S GARMENT ALTERER
1288	040.081	WOOD TECHNOLOGIST
1289	139.288	WRITER, TECHNICAL PUBLICATIONS
1290	207.885	XEROX MACHINE OPERATOR
956	910.884	YARD COUPLER
1291	681.885	YARN WINDER

Following is an alphabetical listing of the Ohio Occupations (File SOCC) and their accompanying access code numbers. If you would like to directly research specific occupations you may get print-outs with job descriptions and characteristics.

SOCC State (Ohio) Occupations File

<u>Access Code</u>	<u>Occupation</u>	
1.	Accountant	53. Chiropractor
2.	Actuary	54. City Manager
3.	Advertising Account Executive	55. Civil Engineer
4.	Aeronautical Engineer	56. Clergy
5.	Aeronautical Engineering Technician	57. Production Clerk
6.	Agricultural Biological Technician	58. Clinical Technologist
7.	Agricultural Engineer	59. Collection Clerk
8.	Agricultural Engineering Technician	60. College or University Faculty Member
9.	Agricultural Scientist	61. Compositor Typesetter
10.	Air Conditioning, Heating & Refrigeration Mechanic	63. Computer Programmer
11.	Air Traffic Controller	64. Computer Service Technician
12.	Aircraft Mechanic	65. Cook
13.	Airplane Flight Attendant	66. Cooperative Extension Service Agent
14.	Airplane Pilot	67. Cosmetologist
15.	Animal Caretaker/Keeper	68. Court Reporter
16.	Animal Health Technician	70. Credit Manager
17.	Architect	71. Curator
18.	Artist	72. Dental Assistant
19.	Astronomer'	73. Dental Hygienist
20.	Athlete	74. Dental Laboratory Technician
21.	Auctioneer	75. Dentist
22.	Automobile Body Repairer	76. Dietician
23.	Automobile Mechanic	77. Detective/Private Investigator
24.	Bank Manager	79. Drafter
25.	Bank Teller	80. Dressmaker
26.	Baker	82. Dry-Wall Applicator
27.	Barber	83. Duplicating Machine Operator
28.	Bartender	84. Operating Engineer
29.	Biological Scientist	85. Economist
30.	Blaster	87. Electrical Engineer
31.	Boilermaker	88. Electrician
32.	Bookkeeper	89. Electrocardiograph (EKG) Technician
33.	Bookkeeping Machine Operator	90. Electrotyper/Stereotyper
34.	Brick Mason & Stone Mason	91. Elementary School Teacher
35.	Building Inspector	92. Electrical Repairer
36.	Building Superintendent	93. Embroiderer
37.	Bulldozer Operator	94. Emergency Medical Technician
38.	Bus Driver	95. Employment Interviewer
39.	Business Agent, Labor Union	96. Engineering Analyst
40.	Buyer (Ret., Whol., Tr.)	97. Lithographer
41.	Cabinetmaker	98. Exceptional School Teacher
42.	Calculating Machine Operator	99. Exterminator
43.	Carpenter	100. Farm Manager
44.	Carpenter's Helper	101. Farm Equipment Mechanic
45.	Carpet Installer	102. Farmer
46.	Cashier	103. FBI Agent
47.	Cement & Concrete Finisher	104. File Clerk
48.	Ceramic Engineer	105. Financial Analyst
49.	Chemical Engineer	106. Fire Fighter
50.	Chemical Lab Technician	107. Floor Layer
51.	Chemist	108. Forester/Park Ranger
52.	Child Care Attendant	109. Forging-Press Operator
		110. Fork Lift Operator

111. Funeral Director
112. Furnace Installer & Repairer
113. Furnace Operator
114. Furniture Upholsterer
115. Furniture & Wood Finisher
116. General Office Clerk
117. Geologist
118. Glazier
119. Grinding Machine Operator
120. Health Aide
122. Heavy Equipment Mechanic
123. Home Economist
124. Hospital Administrator
125. Hotel & Restaurant Housekeeper
126. Hotel/Motel Clerk
127. Hotel/Motel Manager
128. Household Appliance Repairer
129. Industrial Engineer
130. Industrial Engineering Technician
132. Instrumentation Technician
133. Insulation Worker/Installer
134. Insurance Adjuster
135. Insurance Agent/Broker
136. Interior Designer
137. Interpreter
138. Janitor
139. Jeweler & Watchmaker
140. Job Setter
141. Judge
142. Key-Punch Operator
143. Kindergarten Teacher
145. Labor Relations Specialist
146. Landscape Architect
147. Lathe & Milling Machine Operator
148. Lawyer/Attorney
149. Legal Secretary
150. Librarian
151. Library Assistant
152. Licensed Practical Nurse
153. Loan Counselor
154. Treasurer
155. Locomotive Engineer
156. Machinist
157. Mail Carrier
158. Maintenance Mechanic
159. Marketing Research Analyst
160. Marketing Survey Worker
161. Mathematical Technician
162. Mathematician
163. Meat Cutter/Butcher
164. Mechanical Engineer
165. Mechanical Engineering Technician
166. Medical Record/Librarian/Administrator
167. Medical Secretary
168. Merchandise Displayer
169. Metallurgical Technician
170. Metallurgical/Engineer
171. Metal Patternmaker
172. Metal Plater
173. Metal Polisher
174. Meteorologist/Weather Observer

175. Millwright
176. Miner
177. Mining Engineer
178. Motion Picture Projectionist
179. Motorcycle Repairer
180. Motor Vehicle Dispatcher
181. Musician & Composer
182. News Editor
183. News Reporter
184. Nuclear Engineer
185. Nurse Aide/Orderly
186. Nurse Anesthetist
187. Occupational Therapist
188. Occupational Therapy Assistant
189. Office Manager
191. Optician
192. Optometric Assistant
193. Optometrist
194. Painter, (Construction)
195. Painter, (Manufactured Articles)
196. Paperhanger
197. Paralegal
198. Personnel Manager
199. Petroleum Engineer
200. Pharmacist
201. Photoengraver
202. Photographer
203. Photographic Process Worker
204. Physical Therapist
205. Physical Therapy Attendant
206. Physician
207. Physicist
208. Plasterer
209. Plumber & Pipefitter
210. Podiatrist
211. Police Officer
212. Postmaster
213. Postal Clerk
214. Printing Press Operator
215. Proofreader
216. Psychologist
218. Public Relations Worker
219. Punch Stamping Press Operator
220. Purchasing Agent
222. Radio & T.V. Announcer
223. Radio & T.V. Control Room Operator
224. Radio & T.V. Repairer
225. Radiologic/S-Ray Technician
226. Radio Engineer
227. Railroad & Car Shop Repairer
228. Railroad Brake Operator
229. Railroad Conductor
230. Real Estate Agent
231. Real Estate Appraiser
232. Receptionist
233. Recreation Worker
234. Registered Nurse
235. Respiratory Therapist
236. Restaurant, Cafeteria & Bar Manager
238. Roofer & Slater
239. Sales Clerk (Retail, Trade)

- 240. Sales Engineer
- 241. Sales Manager
- 243. Sales Representative (Manufacturing)
- 244. Sales Representative (Wholesale & Retail)
- 246. School Superintendent
- 247. Secretary
- 248. Secondary School Teacher
- 249. Sewing Machine Operator
- 250. Sheet Metal Operator
- 251. Shipping & Receiving Clerk
- 252. Shoe Repairer
- 253. Social Worker
- 254. Solderer
- 255. Speech Pathologist
- 256. State Police Officer
- 257. Stationary Engineer
- 258. Statistical Clerk
- 259. Statistician
- 260. Stenographer
- 261. Stock and Bond Sales Agent
- 262. Stock Clerk
- 263. Street Commissioner
- 264. Ironworker
- 265. Surgical Technician
- 266. Surveyor
- 267. Systems Analyst
- 268. Tabulating Machine Operator
- 269. Alteration Tailor
- 270. Taxi Driver
- 271. Teacher Aide
- 272. Telephone Installer
- 274. Telephone Operator
- 275. Television Camera Operator
- 276. Tile Setter
- 277. Tool & Die Maker
- 278. Machine-Tool Operator
- 279. Tool Programmer
- 280. Travel Agent
- 281. Tree Surgeon
- 282. Truck Driver
- 284. Typist
- 285. Underwriter
- 286. Urban Planner
- 287. Vending Machine Repairer
- 288. Veterinarian
- 289. Vocational Advisor/Guidance Counselor
- 290. Waiter/Waitress
- 291. Welder
- 292. Writer, Technical Publications

School _____

H.R. _____

Student's Name _____

Room Number _____

Teacher's Name _____

OCCUPATIONAL NUMBER

OCCUPATIONAL TITLE

NAME OF COLLEGE OR
UNIVERSITY

STATE WHERE
LOCATED

IS IT A 2 YEAR OR
4 YEAR SCHOOL

(Teachers: Please forward completed forms to C.E.P. Chairperson
or Aide.)

CD 317

CAREER DEVELOPMENT FORMS

The following section is made up of various forms that have been used in the Career Development Program over the years. These forms are duplicated in bulk and are stored at the Career Resource Center. All forms have a C.D. Number. Any C.E.P. teacher may order these forms for use in their classroom by using the Career Resource Request Form CD- 100

If you as a C.E.P. teacher have any forms or sheets that you have found beneficial in your classroom situation the C.E.P. Program can have them duplicated in bulk for your use. These forms will be assigned a C.D. Form Number and will be added to this section, for use throughout the total Career Development Program.

CAREER EXPLORATION PROGRAM

PERSONAL ANALYSIS FORM

The following questions will help you identify your personal characteristics. When you complete this Personal Analysis, you will have a summary description of you "credentials" and work preferences. Then you will be able to compare yourself to the opportunities and requirements of the various jobs you will study.

GENERAL

1. What kinds of tasks or duties do you think you might like in a job? (Operating a machine, talking to others, working with figures, etc.)

2. In what kind of business would you prefer to work? (For example: retail store, grocery store, service station, restaurant, etc.)

3. Do you expect to have one job or would you prefer to have several different jobs during your working lifetime?

_____ only one job

_____ several jobs

4. Would you mind working at odd hours (nights, or in special seasons For example) or would you only accept a regular eight hour working days?

_____ regular 8 hour day

_____ any working hours

5. Estimate what you expect your average yearly salary to be:

_____ \$ 3000 to 4999
_____ 5000 to 6999
_____ 7000 to 8999
_____ 9000 to 10999

_____ \$ 11000 to 14999
_____ 15000 to 19999
_____ 20000 to 49999
_____ 50000 and above

EDUCATIONAL AND TRAINING REQUIREMENTS

6. What high school courses are you planning to take?

_____ College Prep _____ Vocational _____ Other
_____ General _____ Combination What? _____

7. What types of education and training are you planning?

_____ High School _____ Business College
_____ On-the-job Training _____ Junior College
_____ Apprentice Training _____ College
_____ Technical Institute _____ Graduate School

SPECIAL REQUIREMENTS

8. Complete the following items relating to your health:

How tall are You? _____ Ft. _____ In.
Do you wear glasses? _____ Yes _____ No
How is your hearing? _____ Good _____ Fair _____ Poor
How is your general health? _____ Good _____ Fair _____ Poor

9. Do you think you might ever like to join a union?

_____ Yes _____ No

10. Do you think you might like to join a professional association?

_____ Yes _____ No

WORKING CONDITIONS

11. Which of the following conditions do you feel you could stand as a regular part of your job.

- a. working indoors
- b. working outdoors
- c. working in hot temperatures
- d. working in cold temperatures
- e. working in wet, humid conditions
- f. working where much noise or vibration is present
- g. work involving hazards and the risk of bodily injury
- h. working where fumes, odors, dust are present
- i. working where ventilation is poor
- j. other (specify): _____
- k. other (specify): _____

PHYSICAL DEMANDS

12. Which of the following types of physical activity do you feel you could stand as a regular part of the job?

- a. very heavy work
- b. climbing and/or balancing
- c. stooping, kneeling, or crawling
- d. reaching, handling
- e. careful talking, hearing
- f. seeing, closely observing

INTERESTS

13. Would you rather work on a job involving things and objects?
_____ Yes _____ No
14. Would you prefer meeting and working with others and or maintaining business contacts with others?
_____ Yes _____ No
15. Would you prefer to do the same things on your job daily?
_____ Yes _____ No
16. Do you like a job which directly benefits or gives service to others?
_____ Yes _____ No
17. Would you like a job that helps build self respect of others?
_____ Yes _____ No
18. Would you prefer work involving people and ideas?
_____ Yes _____ No
19. Would you prefer work of a scientific or technical nature?
_____ Yes _____ No
20. Would you prefer to perform a variety of tasks on the job?
_____ Yes _____ No
21. Would you prefer a job in which you could produce visible products?
_____ Yes _____ No
22. Do you enjoy working with machines?
_____ Yes _____ No

TEMPERAMENTS

23. Do you prefer doing things which involves a variety of duties characterized by frequent changes in those duties (for example working on several committees?)
_____ Yes _____ No
24. Do you like repeating the same job tasks?
_____ Yes _____ No
25. Do you prefer to work under the direction of someone else?
_____ Yes _____ No
26. Do you like to plan or direct the work of others?
_____ Yes _____ No
27. Do you like to work in close cooperation with others?
_____ Yes _____ No
28. Do you prefer working alone?
_____ Yes _____ No
29. Do you like to convince or influence the ideas of other people.
_____ Yes _____ No
30. Do you like the challenge of having to make quick judgments in pressure situations?
_____ Yes _____ No

31. Do you like to make a great many decisions based on observation and judgment? ___ Yes ___ No
32. Do you like to work at a task involving a lot of facts and figures? ___ Yes ___ No
33. Do you like to help people put their ideas and feelings into words? ___ Yes ___ No
34. Do you like to do a great deal of precise and accurate work? ___ Yes ___ No

RELATIONS TO DATA, PEOPLE, THINGS

35. The following list of activities involve DATA (facts, figures, charts, graphs, statistics). Check which of them you would prefer doing on a job:
- ___ a. Regularly work with data, make reports, etc.
 - ___ b. Sometimes handle figures.
 - ___ c. Seldom required to do more than write down figures.
 - ___ d. None of the above.
36. The following list of activities involve PEOPLE. Check which of them you would prefer doing on a job:
- ___ a. Regularly deal with people, organizing their work, supervising or training others.
 - ___ b. Sometimes show others what to do, give information to others.
 - ___ c. Do as directed by others to meet their needs.
 - ___ d. None of the above.
37. The following list of activities involve THINGS, (machinery, equipment, tools, products). Check which of them you would prefer doing on a job:
- ___ a. Regularly handle complex machinery, set up equipment, for operation, operate technical equipment.
 - ___ b. Driving guiding or using tools, equipment, etc, as directed.
 - ___ c. Using simple tools that require only starting and stopping, carrying or loading type tasks. Seldom use tools, machinery or equipment.
 - ___ d. None of the above.

SELF-INVENTORY WORKSHEET

(Think carefully before you answer each question.)

I. ABILITIES

In which school subjects have you done your best work?

With which subjects, if any, have you had difficulty?

In which extracurricular activities, jobs and chores, hobbies and other leisure time activities have you performed especially well?

What abilities, aptitudes, or talents have other people (your parents, teachers, school counselor, friends) mentioned?

Have you taken any special achievement or aptitude tests on which you have performed well? If so, what did the results of these tests suggest to you about your strong points?

What do you believe are your best abilities?

II. PERSONALITY AND PHYSICAL CHARACTERISTICS

Are there certain personality characteristics you should keep in mind when you are making career plans?

Have you any physical limitations which are important to your planning?

Have you any physical assets that might enable you to do certain kinds of work especially well?

III. VALUES

Below is a list of advantages or values people consider important in careers. You may add others in the blank spaces provided. Check (x) three or four that you consider especially important:

- | | |
|--|---|
| ☐ Interesting work activities | ☐ Security of employment |
| ☐ Healthy working conditions | ☐ Congenial co-workers |
| ☐ Opportunity for service | ☐ High income |
| ☐ Opportunity for advancement | ☐ Good job location |
| ☐ Chance to be creative | ☐ Freedom from supervision |

IV. INTERESTS

Of all the school subjects you have taken since first grade, which have you enjoyed most?

Which subjects, if any, have you disliked?

Which extracurricular school activities have you especially liked?

What hobbies or other leisure-time activities do you especially enjoy?

What occupations have you observed, read about, heard about, or thought about that you would like to investigate?

CAREER ORIENTATION - YOURSELF

Name _____ Date _____ Homeroom _____

1. The three things in life that are most important:

A.

B.

C.

2. The three things I wonder about most:

A.

B.

C.

3. The three things about myself I need to improve:

A.

B.

C.

4. The three things I think I'm good at:

A.

B.

C.

THINGS I WANT YOU TO KNOW ABOUT ME

NAME _____

1. The most important thing I want you to know about me is _____
_____.
2. If I could go on a trip to the moon I'd take _____
_____.
3. If I could change something at home, I would _____
_____.
4. I like _____.
5. I don't like _____.
6. I wish I could tell my teacher that _____
_____.
7. My family lives in _____.
8. The people in my family are _____

_____.
9. My father's occupation is _____.
10. My mother's occupation is _____.

GOOD WORK HABITS

STUDENT'S SELF-RATING SCALE

Name _____

Date _____ Class _____

	Never	Sometimes	Most of Time	Always
1. I am on time.	_____	_____	_____	_____
2. I use my time wisely.	_____	_____	_____	_____
3. I finish my job.	_____	_____	_____	_____
4. I know what to do next.	_____	_____	_____	_____
5. I get along with others.	_____	_____	_____	_____
6. I like to work.	_____	_____	_____	_____
7. I look neat.	_____	_____	_____	_____
8. I follow directions.	_____	_____	_____	_____
9. I do a good job.	_____	_____	_____	_____
10. I am careful.	_____	_____	_____	_____
11. I take care of tools.	_____	_____	_____	_____
12. I work well alone.	_____	_____	_____	_____

TEACHERS' RATING SCALE

Name _____

Date _____ Class _____

	Never	Sometimes	Most of Time	Always
1. Starts on time without prompting (initiative)	_____	_____	_____	_____
2. Uses time wisely (perseverance)	_____	_____	_____	_____
3. Completes assignment (dependability)	_____	_____	_____	_____
4. Sees next steps (initiative)	_____	_____	_____	_____
5. Gets along with peers (social adjustment)	_____	_____	_____	_____
6. Enjoys work (acceptable attitude)	_____	_____	_____	_____
7. Presents a neat appearance (hygiene)	_____	_____	_____	_____
8. Follows directions (accepts supervision)	_____	_____	_____	_____
9. Work is satisfactory (meets standards)	_____	_____	_____	_____
10. Safety-conscious (social adjustment)	_____	_____	_____	_____
11. Takes care of equipment (social adjustment)	_____	_____	_____	_____
12. Works without direct supervision (independence)	_____	_____	_____	_____

THINGS I WANT YOU TO KNOW ABOUT ME

NAME: _____

1. The most important thing I want you to know about me is _____

2. If I could go on a trip to the moon I'd take _____

3. If I could change something at home, I would _____

4. I like _____
5. I don't like _____
6. I wish I could tell my teacher that _____

7. My family lives in _____
8. The people in my family are _____

9. My father's occupation is _____
10. My mother's occupation is _____

"My Schoolwork and I" Checklist

Let's find out how you stand today. Look at this checklist. Read each sentence and think about yourself. Then circle the number under the answer that describes you best. Check yourself now.

	VERY SELDOM	USUALLY YES	ALWAYS
1. I like school.	1	2	3
2. I plan my study time.	1	2	3
3. I know <u>exactly</u> what the assignment is.	1	2	3
4. I have a good place to study.	1	2	3
5. I can keep my mind on my work.	1	2	3
6. I keep my study tools (pencils, paper, etc.) in order.	1	2	3
7. I can follow directions.	1	2	3
8. My teachers help by encouraging the class.	1	2	3
9. I get my assignments in on time.	1	2	3
10. I like to learn about things.	1	2	3
11. I enjoy finding out why things work the way they do.	1	2	3
12. When the teacher calls on me, I can usually answer the question.	1	2	3
13. I enjoy talking about new ideas.	1	2	3
14. I enjoy telling my parents about my school work.	1	2	3
15. I have a keen desire to be successful.	1	2	3
16. Usually, I can see good reasons for learning an assignment.	1	2	3
17. I try to make the best grades I can.	1	2	3

TWENTY THINGS I LIKE TO DO

Directions: List 20 things that you really like to do. Do it quickly. The list does not have to be in order of importance; write down the first things that come into your mind. This is your private list and on it you should put things that make you happy, that you enjoy, that are fun, or that make you feel good.

	1	2	3	4	5
1. _____					
2. _____					
3. _____					
4. _____					
5. _____					
6. _____					
7. _____					
8. _____					
9. _____					
10. _____					
11. _____					
12. _____					
13. _____					
14. _____					
15. _____					
16. _____					
17. _____					
18. _____					
19. _____					
20. _____					

THE RIGHT JOB FOR YOU: HOW DO YOU MEASURE UP?

Looking at Myself

1. My overall ability is _____.
2. My reading is _____.
3. My spelling is _____.
4. My writing (composition) is _____.
5. My mathematics is _____.
6. My knowledge of history and social studies is _____.
7. My general reasoning (common sense) is _____.
8. My creative ability is _____.
9. My ability to converse with people is _____.
10. My physical ability is _____.
11. My ability to work with my hands is _____.
12. My ability to figure out problems and solutions is _____.
13. My ability at details is _____.
14. I enjoy learning _____.

My Job Requires

1. A person of what mental ability? _____
2. Does it require much reading? _____
3. Is spelling important? _____
4. Does it require much writing? _____
5. Does it require much use of math? _____
6. Does it require a knowledge of history and government? _____
7. Does it deal with the abstract? _____
8. Does it require creativity? _____
9. Does it require work with:
 - Data? _____
 - People? _____
 - Things? _____
10. Does it require much physical effort? _____
11. Does it require special skills? _____
12. Does it require the need to figure things out? _____
13. Does it deal with specifics and details? _____
14. Does it require further schooling or training? _____

CAREER EXPLORATION PROGRAM

JOB ANALYSIS FORM

Your Name _____ Date _____

Title of Job _____

1. What is the amount of education required for the job?

_____ A. High school or less

_____ B. High school plus special training

_____ C. College graduation or graduate school

2. What mental abilities are required for the job?

3. What physical skills are required for the job?

4. What are some of the specific interests you should have for the job?

_____ Outdoor

_____ Scientific

_____ Artistic

_____ Mechanical

_____ Clerical

_____ Musical

_____ Social Service

_____ Persuasive

_____ Literary

_____ Computational

5. What are some of the job's working conditions?

6. What are some of the physical activities the worker does?

7. What responsibilities does the worker have?
-
-
8. What parts of the nation are the jobs located in?
-
9. What school subjects should you take to prepare for the job?
-
10. What special education or training is required for the job?
-
11. What parts of the job would you like best?
-
12. What does a beginning worker in this job usually do?
-
-
13. What are the chances for advancement on this job?
-
-
14. What could you expect to earn on this job?
-
-
15. What are some of the possible disadvantages of the job?
-
-
16. What are some things I could do to find out more about this job?
-
-
17. Now that you have read about this job are you more or less interested in it?
-

CAREER DEVELOPMENT PROGRAM
WORKSHEET FOR STUDYING AN OCCUPATION

I. NAME OF OCCUPATION and D.O.T. NUMBER

II. DUTIES OF THE WORKER

III. EDUCATIONAL REQUIREMENTS

Recommended public school program _____

Post public school education required or recommend
(Trade school, college, technical institute, apprenticeship, on-the-job training)

Estimated length of time for education: _____

Estimated cost of education: _____

Other information about education (schools, admission standards): _____

IV. PERSONAL REQUIREMENTS

Age range: _____ Sex: _____

Interests and abilities needed: _____

Personality and physical requirements: _____

V. ENTERING THE OCCUPATION

(Any special entrance requirements: minimum education, entrance examinations, experience, capital, licensing, union membership?)

VI. SOURCES OF ADDITIONAL INFORMATION

(People, reference books, occupational pamphlets)

VII. PRESENT DEMAND AND FUTURE OUTLOOK

Number of workers: National _____

Present need for workers: Great _____ Moderate _____ Slight _____

Probable future trend: Increasing need _____ Decreasing need _____

Little change _____

Are jobs confined to certain areas? Yes _____ No _____

(If yes, where? _____)

VIII. ADVANTAGES AND DISADVANTAGES

(Earnings, hours, and conditions of work; security of employment; opportunity for advancement)

Advantages: _____

Disadvantages: _____

IX. STUDENTS NAME _____

QUALIFICATIONS FOR A CAREER

PERSONAL REQUIREMENTS

MENTAL APTITUDE
SPECIAL ABILITIES
CHARACTER AND PERSONALITY TRAITS
PHYSICAL
SEX
AGE
CITIZENSHIP
RACE

PREPARATION

EDUCATION REQUIRED
EDUCATION DESIRABLE
SPECIAL TRAINING
ADMISSIONS REQUIREMENT FOR SPECIAL
TRAINING SCHOOLS
FINANCING OF EDUCATION AND TRAINING
PRACTICAL EXPERIENCE REQUIRED
PRACTICAL EXPERIENCE DESIRABLE

REQUIREMENTS FOR ENTRANCE

CERTIFICATION REQUIREMENTS
UNION AND PROFESSIONAL SOCIETY
PLACEMENT

Writing a Business Letter

YOUNG MAN SALES CLERK

High school grad. no exp. reqs.
Salary Write, stating qualifications
to Fred Atherton, Dir. Pers.,
Crockett Co., 7 Circle Dr., Akron,
O. for intvw.

YOUNG WOMAN RECEPTIONIST

High school grad. no exp. reqs.
Salary Write, stating qualifications
to Paul Branning, Dir. Pers.,
Arundel Corp., 810 High St., Balt.,
Md. for intvw.

Each of the want-ads above requires a business letter for an answer. Let's see how this is done.

On the lines below, answer either want-ad, following the directions on each line. In your letter, be sure to include your age, education, previous experience, references, and any special skills that you may have. Check your work carefully. At the beginning of your letter, state the job that you are applying for.

Your street address _____

Your city and state _____

Today's date _____

_____ The man to whom you are writing
_____ The title of the man to whom you are writing
_____ Name of the company
_____ Street address of the company
_____ City and state of the company

Dear _____ : Salutation

Closing _____

Your Signature _____

Reading a Business Letter

LOVE LIFE INSURANCE COMPANY

495 Main Avenue
New York, New York 10019

Personnel Department

March 17, 1967

Mr. Robert Torres
245 West 120th Street
New York, New York 10013

Dear Mr. Torres:

The position of insurance trainee for which you applied not too long ago involves helping our manager by writing letters and keeping records in order. The job pays fifty dollars for a forty-hour week. Paid vacation and sick leave are also given.

If you are still interested in this job, final interviews will be held on March 24th from 10:00 to 12:00 in the morning.

Yours truly,

JTO:mh

J. T. Olsen
Director of Personnel

How to Write a Job Résumé

Do you know what a job résumé is? It is a summary of the important facts about you. The résumé states your educational background, training, special skills, and the different kinds of work experiences you have had. For these reasons, the résumé is very helpful to someone who may want to hire you. It helps him learn the really important things about you. Then he is better able to judge whether or not you are a good person for the job.

Below is a job résumé for you to fill out. On this résumé, we have put down the important things you must fill in, but usually you must do this for yourself. You must even list your name, address, and other personal information.

Practice filling out the following résumé form, so that you will be able to make one of your own when necessary. Be sure to give the addresses of your references.

NAME _____

ADDRESS _____

PHONE NUMBER _____

MARITAL STATUS _____ CHILDREN _____

EDUCATIONAL BACKGROUND _____

PREVIOUS WORK EXPERIENCE _____

SPECIAL SKILLS _____

PERSONAL REFERENCES _____

BUSINESS REFERENCES _____

SPECIAL COMMENTS _____

APPLICATION FOR EMPLOYMENT

It is important that age, school records, employment history and all other data be given accurately.

Name _____ (Last) _____ (First) _____ (Middle) _____ Date _____
Residence _____
address _____ (Street & Number) _____ (City & State) _____ Since _____ (Month) _____ (Year)

Telephone No. _____ Previous residence _____ (Street & Number) _____ (City & State) _____ How long there? _____

Date of Birth _____ (Month) _____ (Day) _____ (Year) Social Security Number _____

Father's name _____ (If deceased or retired, so state & give former business connection) Father's occupation _____ (Type of work he does)

Father's business connection _____ (Name of employer) _____ (Business address)

If male, what is your military status? _____ (If 4-F, give reason. If now member of a military unit, give details.)

Height _____ Weight _____ Have you any physical defects or impairments? _____ (If so, please explain separate sheet)

What illness, injuries or operations have you had? _____ (Please explain fully on separate sheet) Past or present serious illness in family? _____

When were you last examined by a doctor? _____ (Give approximate date & reason for examination) By whom? { Name _____ Address _____ Result _____

Single, married, _____ Who is dependent on you financially? _____ (Please state number of children, if any)
divorced or separated? _____
(If married or divorced women, please give following data regarding husband or former husband)
(If a married man, give wife's maiden name and former address)

Name	Occupation	Employer's Name and Address
------	------------	-----------------------------

What is amount of obligations you now owe? _____ For what purpose? _____

Do you have an automobile? _____ (If so, state make, year and model)

Previous experience adaptable to position desired _____

What relatives or friends do you have in our employ? _____ (If relative, state relationship)

Have you ever applied to this Company before? _____ If so, when and where? _____

If employed: _____ Please state reason for wanting to leave present position _____

Is your employer aware that you contemplate changing? _____

Do you have any other employment applications pending? _____

If you have had military service in the Armed Forces of this country, please give the following data.

Date you entered _____ Date of separation _____ Branch of service _____

Specialized assignments or training courses _____ Any foreign duty? _____

Rating or rank _____ Type of discharge _____ Medically Discharged? _____

Are you eligible for disability payments? _____

(OVER)

*Note: If your residence at the present and previous address shown does not total at least 5 years, give other previous addresses on separate sheet of paper.

Please give a complete record of how your time has been spent, beginning with the year you entered high school and continuing down to the present. With the exception of leisure vacation periods while in school, be sure that all such time is accounted for whether in school, unemployed, in military service, or employed.

FROM	TO	NAME OF SCHOOL	STREET & NO.	WHERE LOCATED CITY & STATE	WERE YOU GRADUATED?	CO. OR DEGREE		
Month	Month	High or "Prep" School						
19	19	College or University						
19	19	Business School						
19	19	Others including Correspondence or Night Schools						
If you were not graduated, why did you leave your last school? _____ Do you intend to return to school? _____								
		COMPANY OR EMPLOYER (IF NOT EMPLOYED, HOW AND WHERE TIME WAS SPENT)	ADDRESS	KIND OF BUSINESS	NAME OF IMMEDIATE SUPERIOR	POSITION YOU HELD	REASON FOR LEAVING	MONTHLY EARNINGS
19	19							
19	19							
19	19							
19	19							
19	19							

Give names and business addresses of three references, not relatives or former employers.

Name	Address	City and State	Phone No.
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Have you ever been arrested? YES () or NO (). Give date _____ Place _____

Offense charged _____ Disposition thereof _____

Would you take a lie detector test, if requested? _____

INTERVIEWER	I DECLARE THE FOREGOING TO BE, TO THE BEST OF MY KNOWLEDGE AND BELIEF AN ACCURATE STATEMENT OF FACTS. IF I AM ACCEPTED FOR EMPLOYMENT I AGREE TO ABIDE BY ALL COMPANY RULES AND REGULATIONS GOVERNING THE CONDUCT OF CO-WORKERS. I ACCEPT PERSONAL RESPONSIBILITY FOR ANY SHORTAGE IN ANY COMPANY FUNDS AND MERCHANDISE ENTRUSTED TO MY CARE AND AUTHORIZE YOU TO DEDUCT ANY SHORTAGES FROM MY WAGES UNTIL FULLY PAID. I ALSO AGREE TO THE DEDUCTION FROM WAGES OF ANY AMOUNTS OWING BY ME TO COMPANY OR OPEN ACCOUNT NOTE, OR ANY FORM OF INDEBTEDNESS. I AGREE FURTHER THAT MY EMPLOYMENT IS SUBJECT TO SATISFACTORY REPLY FROM MY REFERENCES, AND TO MY PASSING THE MEDICAL EXAMINATIONS GIVEN BY THE COMPANY'S PHYSICIAN.
STARTING DATE	
DEPARTMENT	
STARTING RATE	
DATE _____ SIGNATURE _____	
I HEREBY AUTHORIZE _____ TO WHOM THIS APPLICATION IS MADE, OR	
ANY CREDIT BUREAU OR OTHER INVESTIGATIVE AGENCY EMPLOYED BY _____ TO INVESTIGATE THE REFERENCES HEREIN LISTED, OR STATEMENTS, OR OTHER DATA OBTAINED FROM ME OR FROM ANY OTHER PERSON INVESTIGATING MY CREDIT AND FINANCIAL RESPONSIBILITIES HAVE READ AND AGREE TO THIS.	
SIGNATURE _____	

OTHER REMARKS		DO NOT WRITE BELOW THIS LINE	
INTERVIEWER'S REMARKS	AP.	EXP.	DEPTS.
INT'D. BY	REF. SATISF.	USES REF.	FULL TIME PART TIME

APPLICATION FOR EMPLOYMENT

NAME _____

ADDRESS _____ PHONE NO. _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____

COLOR OF HAIR _____ COLOR OF EYES _____ SOCIAL SECURITY NO. _____

MARITAL STATUS _____ NUMBER OF DEPENDENTS _____ DRAFT STATUS _____

ANY PHYSICAL HANDICAPS? _____

PRESENT OR LAST EMPLOYER _____

TITLE OF POSITION _____

FROM _____ TO _____ SALARY _____

REASON FOR LEAVING _____

EMPLOYER PRIOR TO ABOVE _____

TITLE OF POSITION _____

FROM _____ TO _____ SALARY _____

REASON FOR LEAVING _____

HIGH SCHOOL ATTENDED _____

DID YOU GRADUATE? _____ HIGHEST GRADE ATTENDED _____

DO YOU HAVE A DRIVERS' LICENSE? _____ DO YOU HAVE A CHAUFFER'S LICENSE? _____

IF SINGLE, DO YOU LIVE AT HOME? _____ HOW LONG HAVE YOU LIVED IN THIS AREA? _____ Yrs. _____ Mos.

WHEN COULD YOU START TO WORK? _____

ARE THERE ANY DAYS OR HOURS YOU WOULD NOT BE AVAILABLE FOR WORK? _____

WHY ARE YOU APPLYING FOR A POSITION IN THIS SHOP? _____

PERSONAL REFERENCES—List three persons who are well acquainted with you. Do not give names of relatives or previous employers.

NAME	OCCUPATION	PHONE NUMBER

SIGNATURE _____

WORK EXPERIENCE FORM

Big weddings, funerals, and holidays, such as Christmas and Mother's Day, make a retail flower shop extremely busy. On such occasions, every employee has to do whatever he or she can to make certain our customers receive their orders.

The position for which you are applying may not involve all of the activities, skills, and physical requirements listed below, but by knowing what everyone in the shop is able to do, jobs can be assigned better in both normal and peak periods.

Have you had work experience that involved the following? If so, ☒ the item.

Typing? ☐

Filing? ☐

Lifting bulky packages frequently? ☐

Frequent kneeling and bending? ☐

Standing for long periods of time? ☐

Bookkeeping? ☐

Selling? ☐

Getting your hands dirty? ☐

Dusting, sweeping and general housekeeping? ☐

Writing up detailed sales slips clearly and accurately? ☐

Talking to customers on the phone? ☐

Working in a flower shop, greenhouse, garden store, or nursery? ☐

Working with flowers at home? ☐

Routing deliveries? ☐

Making deliveries in a vehicle? ☐

Loading trucks? ☐

Wrapping gifts? ☐

Decorating windows? ☐

Other artistic work? ☐

Washing store windows? ☐

Working cash register? ☐

Making change? ☐

Making sales on credit? ☐



Are there any of the above items that you have checked that you would not be willing or able to do if circumstances required? If so, draw a circle around such items.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

NAME		DATE	SOCIAL SECURITY NUMBER	
LAST	FIRST	MIDDLE	AGE	SEX
PRESENT ADDRESS				
STREET		CITY	STATE	ZIP
PERMANENT ADDRESS				
STREET		CITY	STATE	ZIP
PHONE NO.	OWN HOME	RENT	BOARD	
DATE OF BIRTH	HEIGHT	WEIGHT	COLOR OF HAIR	COLOR OF EYES
MARRIED	SINGLE	WIDOWED	DIVORCED	SEPARATED
NUMBER OF CHILDREN	DEPENDENTS OTHER THAN WIFE OR CHILDREN		CITIZEN OF U. S. A.	YES ☐ NO ☐
IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT			REFERRED BY	

EMPLOYMENT DESIRED

POSITION	DATE YOU CAN START	SALARY DESIRED
DO YOU EMPLOYED NOW?	IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER	
EVER APPLIED TO THIS COMPANY BEFORE?	WHERE	WHEN

EDUCATION

	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

AT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY?

READ

WRITE

IS MILITARY OR NAVAL SERVICE

RANK

PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC ATHLETIC FRATERNAL ETC)

PLEASE LIST ORGANIZATIONS THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS

CD205B

(CONTINUED ON OTHER SIDE)

APPLICATION FOR EMPLOYMENT

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1			
2			
3			

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED?

GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING?

IN VISION?

IN SPEECH?

IN CASE OF
EMERGENCY NOTIFY

NAME

ADDRESS

PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE

SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY

DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED	FOR DEPT.	POSITION	WILL REPORT	SALARY WAGES
APPROVED 1.	2.	3.		
EMPLOYMENT MANAGER	DEPT. HEAD	GENERAL MANAGER		

Social Security

Before you get a job, you must get a social security card. Without a social security card, you cannot work. Your social security card will entitle you to many benefits later on in life when you need them.

Below is a sample application form. Let's fill out our practice application now.

APPLICATION FOR SOCIAL SECURITY NUMBER
(Or Replacement of Lost Card)
Information Furnished On This Form is CONFIDENTIAL

DO NOT WRITE IN THE ABOVE SPACE

See Instructions on Back. Print in Black or Dark Blue Ink or Use Typewriter.

1	Print FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial - If none, draw line -) (Last Name)	
2	Print FULL NAME GIVEN YOU AT BIRTH	6
3	PLACE OF BIRTH (City) (County, if known) (State)	7
4	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)	8
5	FATHER'S FULL NAME (Regardless of whether living or dead)	9
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY RAILROAD OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If Yes, Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)	11
11	YOUR MAILING ADDRESS (Number and street) (City) (State) (ZIP Code)	12
12	TODAY'S DATE	13
		Sign YOUR NAME HERE (Do Not Print)

TREASURY DEPARTMENT Internal Revenue Service Form SS-5 (12-64) Return completed application to nearest SOCIAL SECURITY ADMINISTRATION DISTRICT OFFICE
HAVE YOU COMPLETED ALL 13 ITEMS?

After you fill out the above application, you will receive a social security card. Fill out a sample card now. For a social security number, use 054-31-6628.

SOCIAL SECURITY
ACCOUNT ADMINISTRATION NUMBER

HAS BEEN ESTABLISHED FOR

WORKER'S SIGNATURE

FOR SOCIAL SECURITY PURPOSES • NOT FOR IDENTIFICATION

CAREER INTERVIEW

DATE: _____

NAME: _____

Name of person interviewed: _____

Name of Job: _____

Interview an adult concerning his or her job. These questions may be used as an outline.

1. What is the name of your job? _____

2. What do you do in your job? _____

3. What mental abilities do you need? _____

4. What physical abilities do you need? _____

5. What interests are involved? _____

6. How did you prepare for your job? (Education and Training) _____

7. What school subjects have been most useful? _____

8. What are some of your working conditions? _____

9. What do you like about your job? _____

10. What do you dislike about your job? _____

11. Other information or opinions: _____

JOB INTERVIEWS: Questions Often Asked During the Interview

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In 10 years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

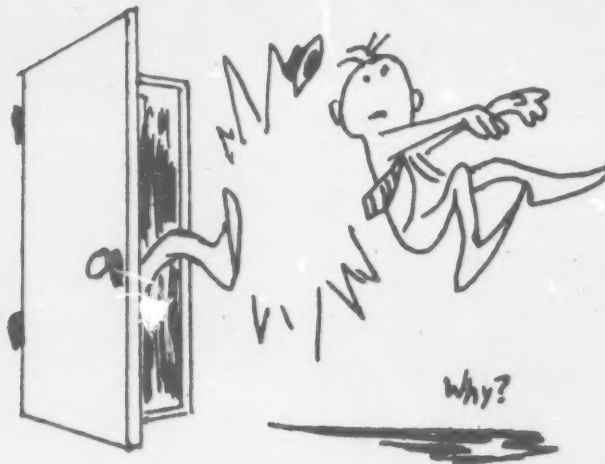
CREDIT: Succeeding in the World of Work

JOB INTERVIEWS: Why People Aren't Hired

These are negative factors evaluated during the employment interview which frequently lead to rejection of the applicant, in order of frequency (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University)

1. Poor personal appearance
2. Overbearing - overaggressive - conceited "superiority complex" - "know-it-all"
3. Inability to express himself clearly - poor voice, diction, grammar
4. Lack of planning for career - no purpose and goals
5. Lack of interest and enthusiasm - passive, indifferent
6. Lack of confidence and poise - nervousness, ill at ease
7. Failure to participate in activities
8. Overemphasis on money - interest only in best dollar offer
9. Poor scholastic record - just got by
10. Unwilling to start at the bottom - expects too much too soon
11. Makes excuses - evasiveness, hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Fails to look interviewer in the eye
20. Limp, fishy handshake
21. Indecision
22. Loafs during vacations - lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for a short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him
31. No interest in company or in industry
32. Emphasis on whom he knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant - strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions

WRONG THING TO DO AT THE JOB INTERVIEW



1. Poor personal appearance.
2. Overbearing - overaggressive-conceited "superiority complex" - "know-it-all"
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interested only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy hand-shake.
21. Indecision.
22. Unhappy married life.
23. Friction with parents.
24. Sloppy application blank.
25. Merely shopping around.
26. Wants job only for short time.
27. Little sense of humor.
28. Parents make decisions for him.
29. No interest in company or in industry.
30. Unwillingness to go where we send him.
31. Cynical.
32. Low moral standards.
33. Lazy.
34. Intolerant - strong prejudices.
35. Narrow interests.
36. Spends much time in movies or watching TV.
37. Poor handling of personal finances.
38. No interest in community activities.
39. Inability to take criticism.
40. Lack of appreciation of the value of experience.
41. Radical ideas.
42. Late to interview without good reason.
43. Never heard of company.
44. Failure to express appreciation for interviewer's time.
45. Asks no questions about the job.
46. High pressure type.
47. Indefinite response to questions.

JOB INTERVIEW: Critiquing the Applicants

At the teacher's direction, students in the class are to criticize constructively the behavior of applicants. What things went wrong? Did the applicants dress and behave appropriately? What could have been done to make a better impression on the interviewer? Which applicant do you think should be hired? To help you evaluate the applicants, you may use this Evaluation of Applicant form.

NAME _____

SCHOOL OR LAST COMPANY _____

(Check one)

	Excellent	Above Average	Average	Below Average
1. Appearance	_____	_____	_____	_____
2. Maturity	_____	_____	_____	_____
3. Anticipated competence	_____	_____	_____	_____
4. Interest	_____	_____	_____	_____
5. Attitude	_____	_____	_____	_____

COMMENTS:

RECOMMENDATIONS:

1. _____ Hire
 2. _____ No interest
 3. No interest, suggest interview with _____
 4. Other _____
- _____

EVALUATOR _____
(Signature)

DATE _____

CREDIT: Succeeding in the World of Work

DAYTON PUBLIC SCHOOLS
CAREER EXPLORATION PROGRAMS
PERSONAL INTERVIEW FORM

Student's Name _____

1. Job Title _____

2. Name of person interviewed _____

Where employed _____

3. Date of Interview _____

Questions to be asked

1. Describe your job duties and responsibilities. _____

2. What hours do you usually work? _____

3. What is your opinion of the future of this type of job? _____

4. What amount and kind of education is required for this job? _____

5. What associations or unions, if any, do you belong to in connection
with your job? _____

6. What do you like most about your job? _____

Least? _____

7. What special skills do you feel are required for this job? _____

8. Does the job have a regular routine or is there some variety? _____
9. Does the job have any special physical demands? _____
10. Is there a minimum age requirement for this job? _____
11. What previous jobs did you hold that helped prepare you for this one? _____
12. What jobs could you advance to from your present position? _____
13. Do you work with others in your job? _____ In what ways? _____
14. Are there any special materials, equipment, tools, machinery, etc., that you have to know how to use in your job? _____
15. Do you have to use figures, reports, statistics, etc., in your job?
_____ If so, how? _____
16. What fringe benefits does your job offer? _____
17. What personal qualities does a person need for this job? _____

Signature of Employee Interviewed

Name of Company

Would you be willing to have other students conduct similar interviews
with you at your convenience? _____ YES _____ NO

COMMENTS: _____

LIFE CAREER DEVELOPMENT SURVEY

AGE _____ COUNSELOR _____ DATE _____

PART 1: CAREER PLANS

Answer the following questions as accurately as you possibly can. We are interested in finding out how you feel about these statements today not as you think you should respond if you were actually looking for a job. If you have not given any time to thinking about a career, DREAM a little and answer the questions as best you can. Circle the number that best suits you.

	NOT MUCH	SOME	MUCH
1. How much would you like to have a job:			
1. where you work with many people?	1	2	3
2. where you can direct and supervise other people?	1	2	3
3. that allows you to work outdoors most of the time?	1	2	3
4. which is exciting and secretive?	1	2	3
5. that makes you famous?	1	2	3
6. in which you are helping others?	1	2	3
7. where you make or build things?	1	2	3
8. that helps you develop your skills and abilities?	1	2	3
9. that pays well but does not last long?	1	2	3
10. which allows you to do what you want to do but does not pay as well as other jobs?	1	2	3
11. where you work with ideas and facts rather than things?	1	2	3
12. where you are working mostly alone?	1	2	3

B. If you had to make a choice about a full time job today, which of the following jobs would you choose first, second, etc.? Rank the statements 1 (first choice), 2, 3, 4, and 5. (Consider all other aspects of the jobs equal, including pay!)

- _____ a. Being your own boss, working independently
- _____ b. Having a steady job, where you would not be fired
- _____ c. Working with people you like
- _____ d. Being responsible for making decisions
- _____ e. Doing work you are interested in

CAREER ORIENTATION PROGRAM

INCOMPLETE SENTENCES I

Name

1. Today I feel _____
2. When I have to read, I _____

3. I get angry when _____
4. To be grown up _____
5. My idea of a good time is _____
6. I wish my parents knew _____
7. School is _____
8. I can't understand why _____
9. I feel bad when _____
10. I wish teachers _____
11. I wish my mother _____
12. To me, books _____
13. People think I _____
14. I like to read about _____
15. On weekends, I _____
16. I'd rather read than _____
17. To me, homework _____
18. I hope I'll never _____
19. I wish people wouldn't _____
20. I'm afraid _____

INCOMPLETE SENTENCES I

Name

21. Comic books _____
22. When I take my report card home _____
23. I am at my best when _____
24. Most brothers and sisters _____
25. I don't know how _____
26. When I read math _____
27. I feel proud when _____
28. The future looks _____
29. I wish my father _____
30. I like to read when _____
31. I would like to be _____
32. For me, studying _____
33. I often worry about _____
34. I wish I could _____
35. Reading science _____
36. I look forward to _____
37. I wish _____
38. I'd read more if _____
39. When I read out loud _____
40. My only, regret _____

PERSONAL VALUES
OPEN-END STATEMENTS

NAME _____

Directions: Complete the following statements. You do not have to put your name on it. Take as much time as you need to complete the statements fully. You may omit some or add other comments,

1. With a gift of \$100, I would _____
2. If this next weekend were a three-day weekend, I would want to _____

3. My best friend can be counted on to _____
4. My bluest days are _____
5. I can hardly wait to be able to _____
6. My children won't have to _____ because _____

7. People can hurt my feelings most by _____
8. I've made up my mind to _____
9. If I could get a free subscription to two magazines, I would select _____
_____ because _____ and _____
_____ because _____
10. Some people seem to want only to _____
11. The night I stayed up later than ever before I _____

12. If I could have seven wishes _____

13. I believe _____

14. Secretly, I wish _____

15. My advice to the world would be _____

INTERPERSONAL RELATIONSHIPS
OPEN-ENDED STATEMENTS

1. When I'm happy I _____.
2. I feel sad when _____.
3. I feel angry when _____.
4. I feel sick when _____.
5. What bothers me most is _____
_____.
6. I was happiest when _____.
7. I feel like crying when _____.
8. I feel like lying down when _____.
9. When something is bothering me _____
_____.
10. I like people who _____.
11. I wish for _____.
12. I like to _____.
13. My hero is _____.
14. I love _____.
15. I hate _____.
16. I feel hurt when _____.
17. I worry about _____.
18. I feel sorry when _____.
19. I would like to _____.
20. I brag about _____.
21. I have a grudge against _____.
22. I feel proud when _____.
23. I tell lies when _____.
24. I become disgusted with _____.

DAYTON CAREER DEVELOPMENT PROGRAM

CAREER EXPLORATION

....Contract....

Student

WITH

(Check One) CEP Teacher
CEP Chairperson
CEP Aide
CEP Counselor
CEP Coordinator

Home Room and Grade

I, the student have indicated an interest in Exploring the _____
as determined by the OVIS and my own interest. Career Cluster

PHASE I

I will complete the following Career Exploration on my own time in the Career Resource Center under the direction of the CEP Aide.

1. Self Inventory Worksheet.
2. Work Study Sheet for studying an occupation
for the following types of occupations within the above named
Career Cluster.
 - (a) Entry Level occupation
 - (b) Skilled Level occupation
 - (c) Semi-Professional Level occupation
 - (d) Professional Level occupation

PHASE II

Upon satisfactory completion of Phase I this contract the CEP Aide will schedule a visit to a Job Site where the student will be able to observe at least one of the Phase I studied occupations in action.

The student will be furnished a site appointment and transportation to and from the site. The student must complete and have on file with the CEP Aide the following:

1. The Field Trip Parent Permission Form.
2. Teacher Notification Form

The student must make every effort to keep this appointment as a business contact has been made, the business is expecting the student and transportation has been arranged to the Job Site. The student is to complete while at the Job Site the Job Observation Form.

PHASE III

Upon returning from the site visit the student shall complete the O.J.E. Evaluation Form and file with the CEP Aide.

Date

(Check One) _____

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Students Signature

CEP Teacher
CEP Chairperson
CEP Aide
CEP Counselor
CEP Coordinator

Career Exploration Program

SITE OBSERVATION FORM

STUDENT'S NAME _____ DATE OF OBSERVATION _____

NAME OF COMPANY OR Location _____

AREA, DEPARTMENT, OR OCCUPATION OBSERVED _____

1. Working conditions: _____

2. Duties or tasks performed: _____

3. Who was involved in the tasks and in what ways? _____

4. What equipment, machines, tools, etc., if any, were used? _____

5. Was the job supervised? _____ If so, title of supervisor: _____

6. What impressed you most about the situation you observed? _____

7. Did you see any disagreeable (to you) aspects in the business observed? _____
If so, what? _____

8. What rules and regulations did you observe that had to be followed by workers in
this job or department? _____

9. Additional observations: _____

Signature, Company Official

Title

CAREER EXPLORATION PROGRAM

ON - THE - JOB EXPERIENCE STUDENT EVALUATION

NAME _____ SCHOOL _____

COMPANY VISITED _____

DATE OF VISITATION _____

JOB OBSERVED _____

EMPLOYEE(S) INTERVIEWED _____

LENGTH OF VISITATION (Time) from: _____ to: _____

1. Was the employee you observed cooperative? _____

2. What did you like about the job you observed? _____

3. What, if anything did you dislike about your observation? _____

4. In general did the people at the company seem cooperative? _____

COMMENTS: _____

5. Did you have enough time to interview one or more employees? _____

6. How would you grade your observation experience? (Check only one)

_____ Very Good

_____ Good

_____ So - So

_____ A waste of time

7. Are you now more or less interested in the job area you observed? _____

8. Was the employee you interviewed able to answer all your questions from the interview sheet? _____

9. Do you think more students should have the chance for an on - the - job experience? _____

10. If you had the chance for another on - the - job experience what would you like to do? _____



Dayton Public Schools

CAREER DEVELOPMENT PROGRAM

CAREER MOTIVATION
CAREER ORIENTATION
CAREER EXPLORATION

Certificate of Appreciation

Presented to:

In Recognition of

School

*Your contribution to our program
is deeply appreciated. We hope this
certificate will serve as a lasting
memento of this pleasant occasion.*

Program Chairperson

Date

Principal

C.E.P. EDUCATIONAL PLAN

Students Name _____

Home Address _____

School _____

Year _____

Top 3 interest areas on the O.V.I.S.

Occupations or Careers I have Researched

Three Field Experiences I Have Had.

Career Goals

1. _____
2. _____
3. _____

11th Grade Plans

12th Grade Plans

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

- _____
- _____
- _____
- _____
- _____
- _____